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ABSTRACT

The elementary level career education instructional materials are arranged by grade level. Separate sections are devoted to each level and include an overview of the curriculum with objectives, activities, and resources (speakers, on-site visits, audio visuals, books, and kits) for each subject area covered. Emphasizing career awareness, each section's objectives deal with the world of work and character development. Subject areas for the kindergarten level cover family, community, and self. In the first grade, expanding emphases are applied to country, school, families and community, map and globe use, transportation, Washington, D.C., and great Americans. Grade two stresses neighborhood interdependence, and national communities (historical, military, apple growing, forest growing, steel making, and rural). The making of America and the metropolitan community are topics treated in grade three, while agriculture and the land, industry and man, and mass production are studied in grade four. Four world views (ancient, Greek and Roman, medieval, and Middle East) are considered in fifth grade, while western expansion, new world and Eurasian cultures, the industrial revolution, and Latin America are examined at the sixth grade level. Consumer economics is discussed at appropriate complexity levels beginning with second grade. Not all resource information is complete. Three brief appendixes list additional activities and two forms. (MDW)

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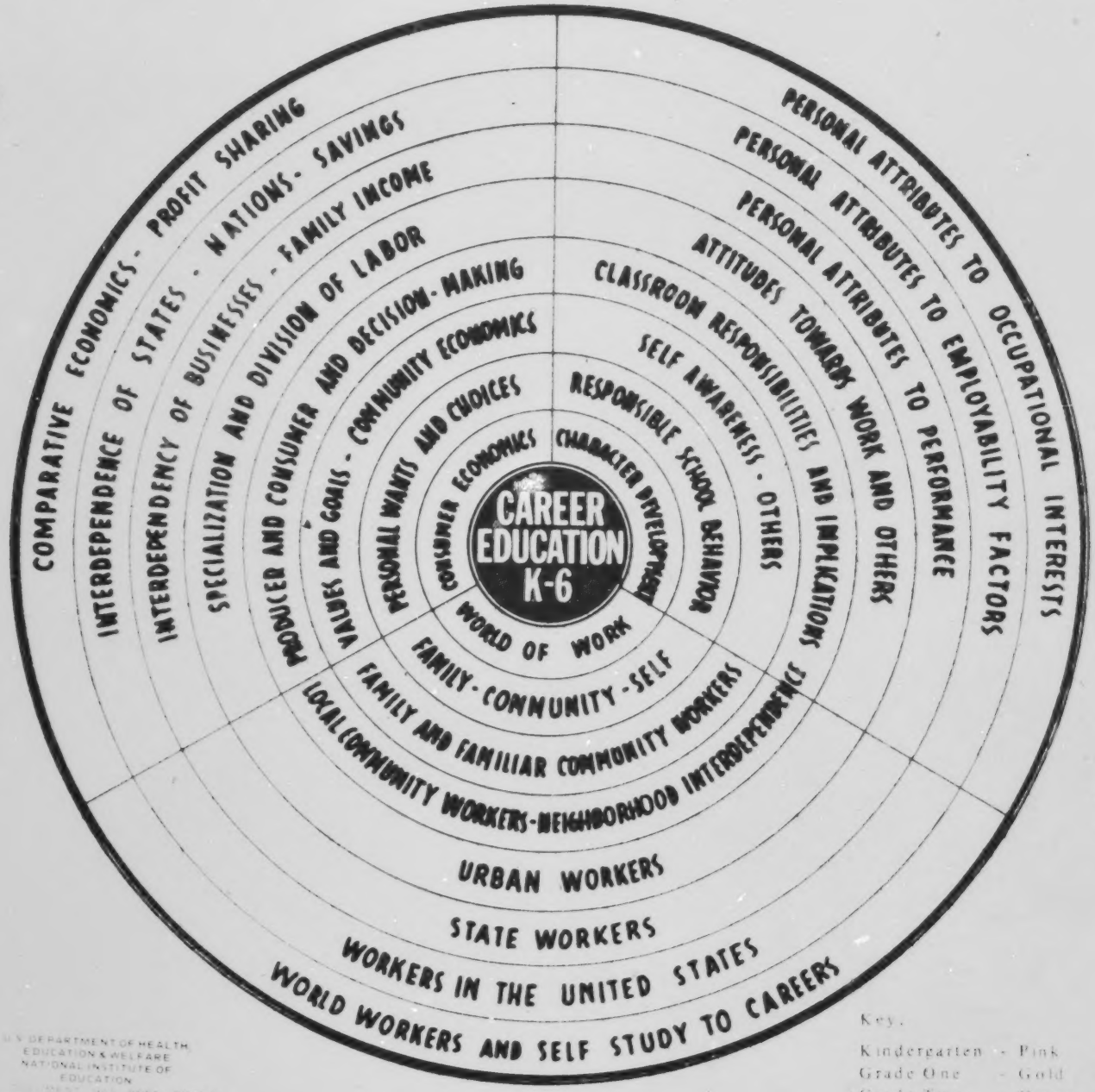
CAREER EDUCATION K-6
CONSUMER ECONOMICS
PERSONAL WANTS AND CHOICES
VALUES AND GOALS - COMMUNITY ECONOMICS
PRODUCER AND CONSUMER AND DECISION-MAKING
SPECIALIZATION AND DIVISION OF LABOR
INTERDEPENDENCY OF BUSINESSES - FAMILY INCOME
INTERDEPENDENCE OF STATES - NATIONS - SAVINGS
COMPARATIVE ECONOMICS - PROFIT SHARING
CHARACTER DEVELOPMENT
RESPONSIBLE SCHOOL BEHAVIOR
SELF AWARENESS - OTHERS
CLASSROOM RESPONSIBILITIES AND IMPLICATIONS
ATTITUDES TOWARDS WORK AND OTHERS
PERSONAL ATTRIBUTES TO PERFORMANCE
PERSONAL ATTRIBUTES TO EMPLOYABILITY FACTORS
PERSONAL ATTRIBUTES TO OCCUPATIONAL INTERESTS
WORLD OF WORK
FAMILY - COMMUNITY - SELF
FAMILY AND FAMILIAR COMMUNITY WORKERS
LOCAL COMMUNITY WORKERS - NEIGHBORHOOD INTERDEPENDENCIES
URBAN WORKERS
STATE WORKERS
WORKERS IN THE UNITED STATES
WORLD WORKERS AND SELF STUDY TO CAREERS

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Key.

Kindergarten	Pink
Grade One	Gold
Grade Two	Green
Grade Three	Blue
Grade Four	Yellow
Grade Five	Rose
Grade Six	Buff

Lawrence Career Education

U.S.D. # 497, Lawrence, Kansas

CE003285

LAWRENCE UNIFIED SCHOOLS

DISTRICT 497 • LAWRENCE, KANSAS

1973 - 1974

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Lawrence, Kansas 66044

PREFACE

Beginning in July, 1970, federal and state funds were allocated to Lawrence U.S.D. #497 for the development of a career education program. These funds were directed to Lawrence as the rural-urban site of the Kansas program with Clay Center providing the rural site and Kansas City providing the urban setting.

Basically the Lawrence program has followed the model established by the U.S. Office of Education with awareness at the elementary level, exploration at the junior high level and preparation at senior high. As the program has developed, three basic componets have become recognized as being vital within the context of the career education emphasis. These components are world of work, the total occupational development of the individual; self-development, becoming knowledgeable of oneself in order to achieve self-acceptance and personal fulfillment; and consumer - economics, development of consumer and decision-making skills.

At the elementary level the emphasis is on awareness about careers called 'The World of Work". The objectives were to provide children with many opportunities to learn about and to appreciate the significance of many occupations in order to give them a broad base from which to later make a career decision. This has been done through several different methods: (1) Resource speakers into the classroom to tell about their jobs; (2) Tours into businesses and industries to observe jobs in action; (3) Activities which provide insight into different occupations.

The elementary teachers were assisted in this program by:

1. Elementary education consultant
2. Consumer-Economics education consultant
3. Materials resource consultant

The program has been carried out quite successfully. Because it can be worked into any discipline that involves the elementary curriculum a variety of activities have been done in the classrooms.

In search for means of continuing Career Education as a vital part of elementary education in Lawrence, we have determined that it must be included as a specific part of the existing curriculum.

Social Studies is the study of people, their environment, their time in space and history, political division, and major industrial and agricultural productions of the various peoples. Into this area Career Educations fits perfectly and seems to be a natural part of the study. Comparisons of careers or occupations within the northern, southern, eastern and the western hemispheres can be profitably studied. Also, comparisons can be made of occupations in countries who have advanced technology with those who are antiquated.

As we consider Career Education, we discover that here is the vehicle to carry Social Studies out of the area of the least liked subject to a vital, vibrant subject alive to the possibilities of today and tomorrow.

The committees have suggested the following activities, resources and suggestions for your consideration and use. They hope these materials will be of assistance to the inexperienced and experienced teacher alike.

"Real life turns kids on!".

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KINDERGARTEN OBJECTIVES

World of Work

1. Recognize and identify the jobs to be done in a school.

2. Recognize and identify the jobs to be done in a home.

3. Identify and appreciate some civic and professional services in a community.

4. Recognize skills and/or desires within one's self that would relate to jobs in the school, home and/or community.

5. Recognize and comprehend the importance of self and other family members in school, home and/or community.

6. Recognize the importance of complying with the school's standard of behavior and begin to learn to assume responsibility within the classroom.

7. Begin to appreciate and comprehend the element of choice as a consumer.

Character Development

1. Learn to assume responsibility within the classroom.

2. Comply with school standards of behavior.

3. Listen to and follow directions for doing various jobs in the classroom.

4. Encourage positive attitudes toward all work at home and at school.

OVERVIEW OF KINDERGARTEN CURRICULUM

FAMILY, COMMUNITY AND SELF

My School in the World of Work

1. What kind of work do we do at school?
   a. Lessons
   b. Helpers
   c. Clean Up
   d. Self Care

2. How do we work together at school?
   a. Rules we must follow to help each other get work done
   b. Respecting the rights of others.

3. How do we divide work at school?
   a. Helpers for each job.

4. Who are the other people who work at my school?
   a. Teachers
   b. Principal
   c. Nurse
   d. Secretary
   e. Social Worker
   f. Psychologist
   g. Speech Therapist

5. Who does the work to make my school comfortable?
   a. Electricity
   b. Water
   c. Heat

A Story About Me in the World of Work

1. The work I do at school
   a. Do I do the best I can on my lessons?
   b. Am I a good helper?
   c. Can my teacher depend on me to do my jobs?
   d. Do I help make my classroom a better place for everyone to work in?

2. The work I do at home.
   a. The work I do to help my family is .....
   b. The work I do with my brothers or sisters is .....
   c. Do I remember to do my jobs at home without being reminded?
   d. How can I help take care of my pet?

3. When I grow up I want to be a (n) .....

My Family are a Part of the World of Work

1. The work my father does.
2. The work my mother does.
3. Some other people that work in my family.
4. The work my family do to help me.

The Consumer Goods and Services my Family needs from the World of Work

1. Home
   Builder, painter, carpenter
2. Food
   grocery store, butcher, mailman, bakery, fruit and vegetable market
3. Clothing
   tailor, shoe repair, stores, cleaners, laundromat
4. Communication
   mailman, paper boy, telephone, TV repair
5. Protection
   fireman, policeman
6. Services
   trash collector, gardner, baby sitter, plumber, electric
7. Transportation
   bus driver, train engineer, pilot, taxi driver, mechanic, service station
8. Health
   dentist, doctor, nurse, pharmacist
9. How does my family buy goods and services?

Choices in the World of Work

1. As a consumer I must make choices.
2. How can I be a producer?

MY SCHOOL IN THE WORLD OF WORK

OBJECTIVES: The student should recognize and identify the jobs to be done in a school.

CURRICULUM:

My school in the World of Work
What Kind of work do we do at School?
1. Lessons
2. Helpers
3. Clean Up
4. Self Care

How do we work together at school:
1. Rules we must follow to help each other get work done.
2. Respecting the rights of others

How do we divide work at school?
1. Helpers for each job.

Who are the other people who work at my school?
1. Teacher
2. Principal
3. Nurse
4. Secretary
5. Social Worker
6. Psychologist
7. Speech Therapist

Who does the work to make my school comfortable.
1. Electricity
2. Water
3. Heat

Activities

Activities
1. Tour of room, restroom and exits.
2. Discussion of work-what it means to work at school.
3. Tour of school buildings-discuss special places that will be used, such as the gymnasium, library, nurses office, etc.
4. Ask the custodian to take the children to the basement or place of heating, cooling and water to discuss things that make the school comfortable
5. Set up helpers chart to divide work.
6. Set up centers, as places to learn skills, such as math, writing, science, art and reading.
7. Discuss rules of room and rules of school. Use in experience charts.
8. Why do we have rules? Every place that people work have rules.

Art
1. Art book project titled "My School"
   p1-This is how my school looks on the outside.
   p2-I was frightened of ..... when I first came to school.
   p3-Here is my teacher
   p4-I have a new friend named..... .
   p5-This is what I like to do best in school.
   p6-I like to help..... in school.

Bulletin Boards
1. "Thank You". Children draw pictures of those people they want to thank for making the school experience possible and pleasant. Divide pictures with large, bright colored yarn. Can also use yarn for large letters THANK YOU in center

Music
1. Walk, Walk, Walk to School
2. This is the Way we go to School (traditional Mulberry Bush tune)

9. Jobs In The School: The Gingerbread man helped the students find out about the jobs in the school. The students baked a gingerbread man cake and left him with the school cook to bake. When they came back the next day to get him, he was gone, but he left a note behind such as:

Ha, Ha, Ha,
Hee, Hee, Hee.
I'm not here
As you can see.

Walk as quietly as you can
To the Principal's Office, etc.
To see if you can find me
The Gingerbread man.

So they tiptoed (great side effect) to the next place in order to not scare him away. At each stop they heard about a different school job. When they got back to their room--there was their Gingerbread man!

--Pat Johnson, New York Elementary

Resources

Speakers

1. Ask principal, secretary, nurse, librarian to come in and talk about their work.
2. Have parents come to classroom and tell about rules at their jobs.
3. Ask a policeman to come and discuss rules to and from school.

Audio Visuals

1. Knowing Our School*Encyclopedia Britannica
   - Going To School
   - Our Room In School
   - A New Friend At School
   - Helpers At School
   - School Rules
   - Our School In the Community
2. Getting Along in School*Coronet
   - Being on Time
   - Doing Things For Yourself
   - Taking Care of Things
   - Working With Others
   - How Quiet Helps
   - Listening and Following Directions

Books

1. About School Helpers* Childrens Press
2. I Want to be a Secretary* Childrens Press
3. I Want to be a Teacher* Childrens Press
4. I Want to be a Librarian* Childrens Press
5. I Know a Teacher
6. Miscellaneous books in your library about the first day of school.

*Available at New York School

A STORY ABOUT ME IN THE WORLD OF WORK

OBJECTIVE: The students should recognize the importance of complying with the school's standard of behavior and begin to learn to assume responsibility within the classroom.

The student should recognize skills and/or desires within oneself that would relate to jobs in the school, home and/or community.

CURRICULUM

A Story About Me in the World of Work

The work I do at school.

1. Do I do the best I can on my lessons?
2. Am I a good helper?
3. Can my teacher depend on me to do my jobs?
4. Do I help make my classroom a better place for everyone to work in?

The Work I do at Home.

1. The work I do to help my family is ..... .
2. The work I do with my brothers or sisters is ..... .
3. Do I remember to do my jobs at home without being reminded.
4. How can I help take care of my pet?

When I grow up I want to be a (n) ..... .

Activities

Activities

1. Pantomime "What I Want to Be When I Grow Up".
2. Use thread spool family members as described in Art projects a and b to role play with doll house.

Art

1. Make family members for doll house using thread spools and pipe cleaners. Decorate to depict family members with material scraps, yarn, and miscellaneous trimmings.
2. Make doll house of boxes, with picture furniture pasted on walls.
3. Draw picture of "What I Want to Be When I Grow Up".
4. Cut out people pictures from magazines. Finish picture by placing person in environment of an occupation.
5. Draw pictures of ways I help my family at home.

Bulletin Boards

1. "The Work I do at Home" - Pictures of family, pets, jobs at home.

Resources

Speakers

1. Ask older brothers or sisters in school to join the kindergarten child in discussion of the work they do in their family.

On-site Visits

1. Visit classmate's home (s) and child could tell and show others his jobs at home such as pets, gardening etc. Take along older brother or sister to compare the differences.

Audio Visual

1. Developing Your Personality* Encyclopedia Britannica
   - Thinking for yourself
   - More than one friend
   - Trying new things
   - Leaders and followers
   - Promises are made to keep
   - Enjoying today
2. Guidance Stories* Encyclopedia Britannica
   - Sharing with others.
   - Playing fair
   - Sticking to your job
   - New friends--good friends
   - One kind of bravery

Resources

3. Making Friends* Bailey Film Associates
   How do you rate at home?
   How do you rate at school?
   How do you rate with your friends?
4. The Lollipop Dragon* SVE
   How the Lollipop Dragon Got His Name
   Working together
   Avoiding litter
   Care of property
   Taking turns
   Kindness to animals
5. How Do I Learn* Scholastic
   Who's Afraid
   Who's Next
   Making mistakes
   Figuring things out
   Do you forget?

Books

1. I Want to be a ..... (Series) Childrens Press

Kits

1. DUSO Kit, with Puppets* (Developing Understanding of Self and Others) American Guidance Services, Inc.
2. Focus On Self Development* SRA

MY FAMILY IS A PART OF THE WORK WORLD

OBJECTIVES: The student should recognize and identify the jobs to be done in a home.

The student should recognize and comprehend the importance of self and other family members in school, home and community.

CURRICULUM

My Family is a Part of the World of Work.
The work my father does.
The work my mother does.
Some other people that work in my family
The work my family do to help me.

Activities

Activities
1. Role playing in house keeping center.
2. In discussion of occupations, emphasize the importance of all workers and interdependence of people.

Art
1. Draw pictures of ways my family helps me.

Bulletin Boards
1. Photographs and/or pictures of mother and father at work.

Resources

Speakers
1. Ask mothers and fathers to talk about their job--using specific tools or equipment, wearing special clothing, and using special vocabulary of the job when in the classroom.

On-site Visits
1. Follow a parent at work one day.

Audio Visual
1. What Else Do Fathers Do? and Just What Do Mothers Do?* Educraft
2. Family Members at Work* SVE

CONSUMER GOODS MY FAMILY NEEDS FROM THE WORLD OF WORK

OBJECTIVE: The students should identify and appreciate some civic and professional services in a community

CURRICULUM:

The Consumer Goods and Services My Family Needs from the World of Work

Home
Builder, real estate, painter, carpenter
Food
Grocery store, milkman, bakery, etc.
Clothing
Tailor, shoe repair, stores, cleaners, laundromat
Communication
mailman, paper boy, telephone, TV repair
Protection
fireman, policeman
Services
trash collector, gardner, baby-sitter, plumber, electrician
Transportation
Bus driver, train engineer, pilot, taxi driver, mechanic, service station
Health
dentist, doctor, nurse, pharmacist
How does my family but goods and services?

Activities

Activities

1. Go through a newspaper with the group showing the types of things that can be found--preparing for bulletin boards.
2. Discuss duties of paper boy: getting his papers, bringing the paper to your home every night and collections.
3. Use hand puppets from Art (a) to role play occupations.
4. Use hats from Art (b) to role play occupations
5. Place chairs in rows and aisles to simulate transportation vehicles. Role play transportation occupations and passengers. Can wear hats to coincide with specific transportation vehicle.

Art

1. Make hand puppets depicting men and women in different occupations from small paper sacks.
2. Make hats depicting men and women in different occupations. If no patterns are available for realistic shaped hats, very simple hats can be made from a single head band with front piece attatched. Such as a read head band and large red firemans emblem attatched to the front...white head band with a large white nurses emblem.
3. Make traffic lights from red, green and yellow circles pasted on a large black rectangle. Role play with these.
4. Trace around a child on brown wrapping paper. Let children draw uniforms or special clothing, add a special tool in the hand, ect., to depict an occupation.
5. Transform boxes, toilet tissue rolls, tinker toys, building blocks and misc. objects into items of transportation.

Resources

Speakers

1. Ask a carpenter or builder to bring tools, blue prints and etc. Supply wood scraps for miniature building projects. Speak to the class and form interest groups.
2. Plan with parents to come and tell about his or her occupation. Try to do a miniature activity involving the occupation. Baker: bake bread

On-site Visits

1. Take a walk through a shopping center to see many kinds of stores. Plan ahead of time to visit one particular store, talk to the owner, and make an actual purchase.
2. Take a trip to the fire station that would service the neighborhood of your school. Wear fireman hats from Art project. (b)
3. Take a trip to the police station. Walk to the nearest park that has a transportation object; train, plane fire engine

CHOICES IN THE WORLD OF WORK

OBJECTIVES: The students should begin to appreciate and comprehend the element of choice as a consumer.

CURRICULUM

Choices in the World of Work

As a consumer I must make choices
How can I be a producer?

Activities

Activities

1. Set up a store and let children earn play money and then decide what they want to spend their money on ....three 5 cent items and one 10 cent item.....or save for one big 25 cent item

2. Go through process of setting up a kool aid stand.
   Produce the goods.
   Perform the service (selling).
   Consume the goods.
   Discuss labor and capitol.

Resources

On-site Visits

1. Buy a pumpkin or Christmas tree together
2. Go window shopping.
3. Have each child grocery shop with parents.

KINDERGARTEN MAP AND GLOBE SKILLS

OBJECTIVES: The students should recognize land and water masses on globe.

Activities

1. Make a large outline of land and water masses. Children can fill in mosaic brown and blue construction paper. Then pass it to the second grade to put continents on it and identify land masses, poles and equators.

Activities

Bulletin Boards

Communication. Children may bring newspaper photographs interesting to the group for sharing or group discussion. Place on bulletin board.

"I Know Someone Who Is A ....." .

Add small experience stories to photos or pictures.

Music

Traditional Mulberry Bush Tune

This is the way we build a house,
build a house, build a house.
This is the way we build a house,
so early in the morning.
(Do actions of builder, carpenter, painter)
This is the way we put out our fires,
put out our fires, put out our fires.
This is the way we put out fires,
so early in the morning.
(Do action of fireman)
This is the way we pick up trash,
pick up trash, pick up trash.
This is the way we pick up trash,
so early in the morning.
(Do actions of fireman)
Let children make up verses and actions.

Resources

Books

I Want to be (Series) Childrens Press
I Want to be a Baker
I Want to be a Dentist
I Want to be a Doctor
I Want to be a Fireman
I Want to be a Mechanic
I Want to be a Nurse
I Want to be a Pilot
I Want to be a Policeman
I Want to be a Postman
I Want to be a Taxi Driver
I Want to be an Engineer
I Want to be
Come to work With Us In
House Construction

About (Series) Childrens Press
About the Engineer of a Train
About the Friendly Helpers Around Town
About the Friendly Helpers for Health and Safety
About Jerry and Jimmy and the Pharmacist
About the Pilot of a Plane
About the Policeman
About the Postman
The True Book of Policemen and Firemen
Let's Look Ahead

Resources

Audio Visuals

1. Our Neighborhood Workers* Eyegate
   - The Baker
   - Our Neighborhood Laundry
   - The Butcher
   - The Fruit and Vegetable Store

2. Some Neighborhood Helpers* Eyegate
   - The Neighborhood Doctor
   - The Neighborhood Nurse
   - The Neighborhood Pharmacist
   - The Automobile Service Station

3. World of Work Pre-Vocational Filmstrips* Edu-craft Mail Delivery

4. Community Workers and Helpers* SVE
   - School Workers
   - Library Workers
   - Supermarket Workers
   - Doctors Office Workers
   - Department Store Workers
   - Hospital Workers
   - Fire Department Workers
   - Television Workers

5. Traveling In and Out of Our City* SVE
   - The Airport
   - The Railroad
   - The Bus Station

6. Transportation* Bailey Film Associates
   - What You'd See at the Airport
   - Who Works at the Airport
   - What You'd See at the Railroad Terminal
   - Who Works at the Railroad Terminal
   - What You'd see at the Bus Terminal
   - Who Works at the Bus Terminal

FIRST GRADE: OUR COUNTRY
OVERVIEW OF THE CURRICULUM

OBJECTIVES:

World of Work

1. Identify the familiar workers in each neighborhood.
2. Recognize that parents in their occupations are also community helpers.
3. Recognize that being a student is his present career.
4. Recognize that people have more than one job.
5. Relate basic skills of communication and computation to familiar occupations.
6. Comprehend the need for rules in the home and school.

Character Development

1. Learn to assume responsibility in the classroom.
2. Evaluate interdependency of workers when everyone has an assigned job.
3. Recognize that not all people have the same abilities or interests.
4. Discuss "attitudes" about work in which we participate at home and school.
5. Develop an awareness of one's own self-worth.
6. Learn to assume responsibility for one's own and other's property.
7. Develop an appreciation of the value of all occupations.
8. Learn to make a rational decision when faced with several choices.

OVERVIEW OF CURRICULUM

1. We Live in Our Country
2. School: A Social Institution
3. Families and the Community
4. Map and Globe
5. Transportation
6. Washington D.C.
7. Great Americans

WE LIVE IN OUR COUNTRY

OBJECTIVES: Home and Family

1. Children should be able to explain the roles of various family members.
2. Children should understand that roles vary from family to family. (One mother may work in an office–another may babysit in the home--still another may be a house wife only.)
3. Children should understand that the work of a family is divided among its members on a rational basis: skills, time available, maturity, etc.
4. Children should understand that families live in different types of homes for a variety of reasons: economic, size of family, room for hobbies, convenience

Activities

1. Bulletin Boards
   Make houses and put family members on on it with a list of what each does at home.

2. Make cut-out figures of family members. Tape lists of jobs on them.

3. Take a large washing machine box to make the shell of a house. Children can pick an occupation to help build house such as plumbing, roofing, carpenter flooring, etc.

4. Art
   Make a family book with a section for jobs done by each member.

5. Role-playing
   Have the class divide up into "Families". Assign roles to everyone. Have the children decide who will preform what tasks. How did they decide--on what basis: age, strength, skill amount of time at home.

Resources

Resource Speakers

1. Use parental involvement.
2. Ask a building contractor to visit.

On-site Visits

1. Take a walk around the area. Note the different types of homes. This trip may require a bus trip if the area is too homogenuous. Follow up this trip with a discussion of reasons for choosing one type of home over another.
2. Visit work with father or mother. (pages 10-13 in pupil book.)
3. Arrange to visit a home building contractor at work.

Audio Visuals

1. Appreciating Our Parents--Coronet
2. Our Family Works Together--Coronet
3. Am I Trustworthy?--Coronet
4. Five Families and Five Children--Scholastic

Books

1. Little Golden Book of Houses by Elsa Jane Werner. Copyright 1955 by Golden Press, Inc.
2. Growing Up With Daddy. by Wilson Christopher New York: Lothrop, Lee, & Shepard 1957
3. A House for Everyone. by Betty Miles. New York: Knopf. 1958
4. Family Helpers by Elaine Hoffman and and Jane Hefflefinger. Chicago: Childrens Press, 1954
5. Let's Play House, by Lois Lenski. New York: Morrow, 1959

6. Silly Mother, by Lois Duncan. New York: Dial, 1962
7. Jay's Big Job, New York: Morrow, 1959
8. About Family Helpers, Elaine Hoffman Los Angeles: Melmont Publishers, 1954
9. Our working world: Families Teacher Resource Guide SRA 1973

*Available at New York School

SCHOOL: A SOCIAL INSTITUTION

OBJECTIVES: Children should be able to name several workers and what they do at school
Children should be able to give reasons for rules at school.
Children should know what their role is at school.

Activities

Get various types of tools or props associated with each school workers job: secretary, pen and pad; cook, tray; nurse, bandage or thermometer

Bulletin Board.
School helpers and names.

Art
Make booklets about school workers.

Refer to kindergarten school-helper activities.

Resources

Resource Speakers
1. Ask principal, secretary, nurse, librarian to come in and talk about their work.
2. Have parents come to classroom and tell about rules at their jobs.
3. Ask a policeman to come and discuss rules to and from school.

Audio Visual
- Developing Your Personality* Encyclopedia Britannica
  - Thinking for yourself
  - More than one friend
  - Trying new things
  - Leaders and followers
  - Promises are made to keep
  - Enjoying today
- Guidance Stories* Encyclopedia Britannica
  - Sharing with others
  - Playing fair
  - Sticking to your job
  - New friends--good friends
  - One kind of bravery
  - Taking care of your things
- Making Friends* Bailey Film Associates
  - How do you rate at home?
  - How do you rate at school?
  - How do you rate with your friends?
- The Lollipop Dragon* SVE
  - How the Lollipop Dragon Got His Name
  - Working together
  - Avoiding litter
  - Care of property
  - Taking turns
  - Kindness to animals
- How Do I Learn* Scholastic
  - Who's Afraid
  - What's Next
  - Making Mistakes
- Getting Along*Kindle (series of filmstrips)

FAMILIES AND THE COMMUNITY

OBJECTIVES: Children should be able to list needs of a family that must be met by those outside the family.

Children should understand that many jobs are necessary for a community to survive. They should be able to list the most crucial ones. (police, fire, trash, doctor, etc.)

Activities

1. Set up a model of their neighborhood--either flat or cut outs or 3-D on a table. Label factories, stores, restaurants, homes, schools, parks, etc. Put names on children's homes.

Poems

1. "Neighborhoods" by Leon Trachtman

Why are all the ants together
At their anthill in the woods?
They like to live with one another
In their little neighborhood.

Why does the honeybee believe
That life inside his hive is good?
It is where his friends all live.
It's his little neighborhood.

People aren't very different
From these insects. They will go
To live and be near other people
That they like and that they know.

So everyplace around the world,
From arctic ice to tropic shores,
People work and people live
In neighborhoods, like mine and yours.

Music

1. "Here We Are Together", This Is Music, Page 13
2. "Friendly Town", Meeting Music, Page 26

Resources

Resource speakers

1. Any Community Helpers.

On-Site Visits

1. Take a walk around the neighborhood to locate businesses.
2. Visit any community services

Audio Visuals

1. Our Neighborhood Workers* Eyegate
   The Baker
   Our Neighborhood Laundry
   The Butcher
   The Fruit and Vegetable Store
2. Some Neighborhood Helpers* Eyegate
   The Neighborhood Doctor
   The Neighborhood Nurse
   The Neighborhood Pharmacist
   The Automobile Service Station
3. World of Work Pre-Vocational Filmstrips* Edu-craft
4. Community Workers and Helpers* SVE
   School Workers
   Library Workers
   Supermarket Workers
   Doctors Office Workers
   Department Store Workers
   Hospital Workers
   Fire Department Workers
   Television Workers
5. Traveling In and Out of Our City* SVE
   The Airport
   The Railroad
   The Bus Station
6. Transportation* Bailey Film Associates
   What You'd See at the Airport
   Who Works at the Airport
   What You'd See at the Railroad Terminal
   Who Works at the Railroad Terminal
   What You'd See at the Bus Terminal
   Who Works at the Bus Terminal

Books

1. I Want to Be (Series)* Childrens Press
2. About (Series)* Childrens Press

MAP AND GLOBE SKILLS

OBJECTIVES: Children should be able to list several kinds of jobs that require an understanding of maps.

Children should understand the need for map skills in everyday living.

Activities

1. Make a map of the classroom. Have children locate their desks or other objects.
2. Instruct in directional vocabulary by a small scale of a room or have a table with objects on it. Have the children draw it.
3. Make a map of the classroom. Locate desks and other objects.
4. Map the school and neighborhood after walking and observing.

Resources

Resource Speakers

1. Have a truck driver in to explain how and why maps are necessary to his occupation.
2. Taxi-driver
3. Send a map to the pizza hut or any delivery service and have them make a delivery to your class.

On-Site Visits

1. Bus station
2. Train station
3. Airport-local

Resources, continued

Audio Visuals

1. "Air Travel", Stillfilm, Inc.
2. "Airplanes at Work", Curriculum Films
3. "Freight Trains at Work", Curriculum Films
4. "Ships", Stillfilm, Inc.
5. "Railroad and the Homes We Live In", Association of American Railroads
6. "Transportation in the Past", Encyclopedia Britannica
7. "Railroads and the Food We Eat", Association of American Railroads
8. "The Iron Horse", Pictorial Events Classroom Press
9. "Railroads at Work", Association of American Railroads
10. "Bus Driver", Young American Films, Inc.

Books

1. ABC of Cars and Trucks*Anne Alexander Garden City, NY; Doubleday, 1956
2. Big Wheels, Little Wheels*Jene Barr Chicago? Albert, Whitman, 1955
3. I Want to be a Space Pilot*Carla Greene Chicago; Childrens Press, 1961
4. I Want to be a Train Engineer*Carla Greene Chicago; Childrens Press, 1956
5. I Want to be a Truck Driver*Carla Greene Chicago; Childrens Press, 1956
6. I Want to be a Bus Driver*Carla Greene Chicago; Childrens Press, 1956
7. I Want to be a Pilot*Carla Greene Chicago; Childrens Press, 1964
8. I Want to be an Airplane Hostess* Carla Greene Chicago; Childrens Press, 1961

THE IMPORTANCE OF TRANSPORTATION

OBJECTIVES: Children should be able to list several occupations that are connected with transportation in their community.

Children should be able to give several reasons for the importance or transportation to their community and families.

Children should be able to classify occupations in transportation according to whether it occurs on land, in the air, or on the water.

Activities

1. Make a collage of transportation.
2. Take a bus trip around the community. Discuss the jobs that make the trip possible
3. Using classroom furniture, set up the inside of an airplane (or any other transportation service) for role playing.
4. Give each child a box of odds and ends to make any vehicle.
5. Cut out a picture of a vehicle from a magazine and have the children complete the surroundings with crayon.

Resources, continued

Resource Speakers

1. Parental involvement
2. Ask a moving van lines to bring out the truck.

On-Site Visits

1. Car-body and maintanance shop.
2. Train depot.
3. Airport
4. Trucking lines

Audio Visuals

1. Traveling in and out of Our City*Coronet
2. Transportation*Bailey Film Associates
3. Air Travel*Stillfilm , Inc.
4. Airplanes at Work*Curriculum Films
5. Freight Trains at Work*Curriculum Films
6. Ships*Stillfilm, Inc.
7. Railroad and the Homes We Live In* Association of American Railroads
8. Transportation in the Past* Encyclopedia Britannica
9. Railroads and the Food We Eat* Association of American Railroads
10. The Iron Horse*Pictorial Events Classroom Press
11. Railroads at Work*Association of American Railroads
12. Bus Driver*Young American Films, Inc.

Books

1. ABC of Cars and Trucks*Anne Alexander Garden City, NY; Doubleday, 1956
2. Big Wheels, Little Wheels*Jene Barr Chicago; Albert, Whitman, 1955
3. I Want to be a Space Pilot* Childrens Press
4. I Want to be a Train Engineer* Childrens Press
5. I Want to be a Truck Driver*Childrens Press

LAWS FOR OUR COUNTRY PEOPLE OF WASHINGTON D. C.

OBJECTIVES: Children should be able to list occupations found in Washington but not in local community.

Children should be able to describe the jobs of Congressman, Judge, President, etc. in simple terms.

Children should understand that rules are necessary for everyone at home, school, work, on the road. And that in a democracy everyone helps make the rules.

Activities

1. Rules for our Room--have children make them up.
2. Set up a simple mock election.
3. Set up an area for current events and bring articles and pictures of government people in the news.

Resources

Resource Speakers

1. Local congressional representatives

On-site Visits

1. Tour State Capitol
2. Visit polling places

Audio-Visual

1. Newspaper and magazines
2. TV specials and the news (video-tape)

LAWS OF OUR COUNTRY PEOPLE OF WASHINGTON D. C.

OBJECTIVES: Children should be aware of jobs that were available in the era of Washington or Lincoln that are no longer needed.

Children should be aware of several occupations from this era that are still needed.

Children should understand that occupations are constantly changing, becoming more specialized.

Activities

1. Children can bring in old and new tools to compare.

2. Kansas now and then mural.

Resources

Resource Speakers

1. Have a barber come in to class and explain what he does. Compare with the past function as a part-time dentist, surgeon, barber, and wig maker.

On-site Visits

1. Visit independent grocery and supermarket to compare.
2. Kansas Historical Society.

Audio-Visual

1. Then and Now in the U.S.* Encyclopedia Britannica

Books

1. Living in Places Near and Far* NY McMillan, 1962 How the Pioneers Lived
2. George Washington
3. Abraham Lincoln
4. Clara Barton
5. Amos Fortune
6. Our Working World Neighborhoods*SRA
7. Little House in the Big Woods* Laura Ingalls Wilder

SECOND GRADE: COMMUNITY WORKERS

NEIGHBORHOOD INTERDEPENDENCE

World of Work

1. Recognize that being a student is his present career.
2. Recognize that career selection may be based on a hobby.
3. Identify some of the attitudes, knowledge and skills needed to perform these occupations.
4. Begin to recognize that individuals need special training for most careers.
5. Recognize that positions are related within job families.

Character Development

1. Learn to assume responsibility for classroom jobs and recognize how this relates to workers success.
2. Recognize that not all people have the same abilities or interests.
3. Learn to appreciate the values of schools and home jobs.
4. Recognize the value of all occupations.
5. Recognize that learning is a continuous process in all occupations.

Consumer-Economics

1. Learn to identify with role of producer and consumer
2. Become familiar with concept of supply and demand.
3. Begin to learn to evaluate information available in decision making.
4. Learn to make value comparisons with coins.
5. Expand on development of concept of taxes as a way of providing education, postal services, police and fire protection, etc.
6. Begin to recognize the concept of saving as a way to reach financial goals.

OVERVIEW OF CURRICULUM

My Community

1. My Place in the Community
2. Areas of the Community
3. People of the Community
4. Work of the People
5. Government in the Community
6. Private and Public Services

Communities of the U.S.

1. Historical Community
2. Military Community
3. Apple Growing Community
4. Forest Growing Community
5. Steel Making Community
6. Rural Community

OUR COMMUNITY

OBJECTIVE I

OBJECTIVES: The student should begin to locate himself in time and space as to:

1. Where Do We Live? pages 2-6 The Earth and Directions
2. North America is Our Continent page 12
3. My State page 17
4. Where Do You Live? pages 24-31
5. Your Address Tells Where You Live page 35

Activities

1. Discuss what people are called who study the globe. (Cartographer)
2. Take a ball of clay and mark the Equator, North and South poles and continents.
3. Make a map of the earth on paper.
4. Discussion of the pictures:
   a. Are any of the communities in the pictures the size of Lawrence?
   b. What kind of buildings do you find in each picture?
   c. What jobs would you find in each picture?
5. Prepare simple maps of Lawrence, Kansas and route to school.
6. Prepare Bulletin Board: Where I Live.
7. Discuss different jobs in the post office shown in the picture on page 34.
8. Each child can make own house and build community to learn address.
9. Treasure hunt--to teach mapping skills.

Resources

Resource Speakers

1. Someone who uses compass for work:
   a. Forester
   b. Sailor
   c. Scout Master
   d. Pilot
   e. Cartographer
   f. Have someone from Haskell talk about Indians today.
   g. Someone from the Kansas Historical Society could tell about the state of Kansas and some interesting places to visit in Kansas.

On-site Visits

1. Visit the post office and its systems to get mail to parts of the world.

Audio Visual

1. Workers for the Public Welfare*Eyegate
   The Post Office and Postal Workers

Books

1. I Want To Be A Postman*
   Childrens Press
2. Let's Go To A Post Office*
   Let's Go Series
3. I Know a Postman*
   Putnam

All books and filmstrips, including Our Working World used in this guide can be found at the at New York School

OUR COMMUNITY

OBJECTIVE II

OBJECTIVES: Students should recognize that it is important to learn about a community including the cultural environment.

Activities	Resources
1. For question 2 look at an aerial photo of Lawrence.	Resource Speakers 1. Farmer
2. For question 8 make a booklet--"Kinds of Work in Lawrence". At end put work their own parents do.	On-site Visits 1. Tour various types of residential areas in Lawrence
3. For question 5 have children make booklet about "Kinds of Houses In Lawrence"- with a picture of their own house at the end.	2. Trip to a farm
4. For question 11 use the following books: About Books--Childrens Press--primary People Who Run Your City	Audio Visuals 1. Appropriate film strips in school
5. For question 10 have the children bring newspaper clippings showing their favorite recreational places in Lawrence.	Books 1. Appropriate books in library

OUR COMMUNITY

OBJECTIVE III

OBJECTIVES: The student should recognize that a community has many diverse parts including the:

1. Residential Areas pages 64-69
2. Commercial Areas pages 73-75
3. Recreational Areas pages 80-81

Activities

1. Homes--owned or rented--ask students if their parents rent or own the house they live in? Cut out houses of construction Paper: Red: Rented
   Green: Owned
   Make a display of students homes titled "Our Homes--Owned or Rented"
2. Compare shopping center to downtown commercial area.
3. Make booklets of kinds of services each type of commercial area.
4. Set up "grocery store" with empty food boxes, cans, and jars with labels. Have "clerks" affix prices on the goods. Let someone ring up sales on the cash register and others make change.
5. When playing "I am Thinking" game on page 79 of teachers manual, name jobs found in commercial areas visited.
6. Interview storekeepers when on tours to find out about business and job.
7. Discuss why commercial area is seperate from residential area.
   a. Stores alltogether
   b. Too busy for many people to live there
   c. High prices where land is zoned for business
8. The children can assemble a display entitled "People Who Give Us Fun"
9. Discuss workers in a theater, bowling alley, Putt Putt Golf Course

Resourses

Resource Speakers

1. Zoning officer to explain zoning map
2. Store owner--speak about importance of having his business near other stores
3. Fred DeVictor, Recreational Department
4. Swimming instructor or Red Cross Life-saving instructor

Resources, continued

On-site Visits

1. Take walking tour of shopping center in your neighborhood.
2. Take walking tour of commercial area downtown.
3. Interesting shopping centers to visit out of town are:
   White Lakes in Topeka
   Metcalf South in Kansas City (Johnson County)
4. Walk to park near school.
5. Take trip to zoo. (Swope Park in Kansas City or Gage Park in Topeka)
6. Visit a toy store, hobby shop, or sports center to list the many goods which workers produce to give us recreation. The teacher may want to explain to the guide before the visit that the children are looking for vocations associated with leisure time so that the guide may point out vocational implications of the goods displayed.
7. Visit a bowling alley to see how automatic pin setter works.

Audio Visuals

1. Our Neighborhood Worker--Eyegate
   a. The Baker
   b. The Neighborhood Laundry
   c. The Butcher
   d. The Banker
   e. The Watchmaker and Jeweler
   f. The Fruit and Vegetable Store
2. Community Workers and Helpers--SVE
   a. Supermarket Workers
   b. Department Store Workers
3. Big City Series--Eyegate
   a. Fun and Recreation in Big City
4. Workers for the Public Welfare--Eyegate
   a. Recreation, Park and Playground Workers
5. Community Workers and Helpers--SVE
   a. Television Workers

OBJECTIVE IV

OBJECTIVES: The student should recognize that workers from all over the world help make our community a better place.

People in Your Community:

Americans Come From All Over the World pages 97-99
Moving page 103
People Need Other People pages 104-105
Dividing Up the Work page 106
Money and Work page 110
The Areas In A Community and the Work of the People pages 112-113

Activities

1. If there are any foreign children in the class that have moved to the United States from another country have them tell about adjustment to this country. (If not perhaps a foreign student from K.U. could speak.)

2. Find out how many of the children in the room have moved from one community to another or just from one residential area to another in the same town. Discuss the reasons why people move and then make a list entitled "Why People Move".

3. Discuss why all people don't work. Some suggested reasons may be:
   a. small children
   b. retired
   c. too young
   d. lack of skills
   e. poor attitudes
   f. health

4. Have each child find out work of a job in the community and role-play it.

5. Role play making choices as to how money should be spent. Perhaps have "white elephant" sale of things children bring to school. Set prices and give money (play) for things done in the room. Let the children realize that if what they want costs more than something they would be less satisfied with, they will have to work harder or perhaps save money until the day that their special object goes on sale.

Activities, continued

6. List the workers found in each business or cultural area.

Music

1. Play recording of music from different countries to demonstrate the ethnic variety of big city neighborhoods.

Resources

Resource Speakers

1. Have someone from a Moving Van Company come to talk to the group about their job. Atlas Van Lines, North American Van Lines

2. Have a retired person talk about his part in the community

On-site Visits

1. Go to Rusty's IGA (Hillcrest) to see assembly line at work. After returning make a paper house assembly line.

Books

1. The Chinatown Neighborhood, page 69 Kwan Ti, page 70 in Our Working World (SRA)

OUR COMMUNITY

OBJECTIVE V

OBJECTIVES: The students should recognize that many occupations must be involved for the smooth functioning of the community and that change is inevitable in a community.

Private Services In A Community pages 122-123

Public Services In A Community pages 124-125

People Pay Taxes pages 126-129

Activities

1. To bring out the elements that go to make up a neighborhood, the class can construct a movie about the neighborhood as follows: The children draw pictures of people who live in the neighborhood, or children playing together, different kinds of houses, parks, the school, stores, a fire truck or police car and other things that they feel are important and that they can draw. Pictures for the movie should then be chosen to give the best composite picture of the neighborhood, at least some of each child's pictures should be used, so that all the children will have a feeling of participation. The selected pictures should then be pasted in a predetermined order on a long strip of wrapping paper or similar material. This picture sequence should be attatched to and rolled about a dowel or roller, and the free end attatched to a second roller. The rollers are inserted into holes cut in the top and bottom of the large cardboard box near its front corners. The paper is rolled from one roller to the other, displaying the pictures in sequence. Such a movie can be called "A Neighborhood Is Made Up of Land, Buildings, and People", and the class can compose a narrative to be read as the pictures are being shown.

2. To help the children understand the role of the fireman in protecting the neighborhood, read the story "Jimmy and the Fireman" on page 180 in Our Working World (SRA). Afterward the following questions can be discussed:

Resources

Resource Speakers

1. City Planner
2. Someone to tell what Lawrence used to be like and how changes came about.
3. Have the principal come in and talk about school rules.
4. Councilman
5. Policeman
6. Mayor
7. National Guard
8. Serviceman
9. Sheriff
10. Reformed Prisoner
11. Highway Patrol
12. Dental Assistant
13. TV Repairman
14. Plumber
15. Sign Painter
16. Ambulance driver
17. Sanitation department tell about where the garbage collectors take the garbage. Also tell about land fill area for individuals to take things to near Lawrence.

Audio Visual

1. Know Your School*Encyclopedia Britannica School Rules
2. W.O.W. Pre-Vocational Filmstrip* Educraft Mail Delivery
3. Big City Series*Eyegate
   Police Protection in Big City
   Fire Protection in Big City
   Public Utilities in Big City
4. Workers For The Public Welfare* Eyegate
   Education and the Teacher
   Sanitation and the Sanitation Workers
   Transportation and the Transportation Workers
   The Library and the Librarian

Activities, continued

Why aren't the firemen always working? Is it important that they stand by day and night? Why do neighborhoods usually share the services of a fire department? (If they put their tax money together, they can have a bigger and better fire department with more equipment than if each neighborhood had its own little fire department. In case of large fires, a bigger fire department is needed).

3. Draw pictures of what it would be without public services and what it is like with them.
4. Have the children take turns being a policeman doing the following:
   a. Helping children across the street
   b. Putting up a "Slow" sign close to the school
   c. Directing traffic at an intersection where the signal light is not working
   d. Patrolling a residential section of town in a patrol car.
5. Discuss what would happen if no one collected garbage in the city.
6. To emphasize the importance of government services, the children can act out sociodramas showing what would happen if a number of these services did not exist. For example, people could not find their way at night because of poor lighting; or they would fall into holes where the roads weren't paved; or fires would spread uncontrolled. The value of damage suffered would be far greater than the amount of taxes paid for these services.
7. To discover how a neighborhood would suffer if there were no taxes, read the story "Claytown" on page 122 of Our Working World (SRA). The story shows how difficult it would be to maintain good education for all if only those people who have children in school would pay for the costs of maintaining it. After reading the story, the class can discuss what would happen if only those who could afford private tutors or private schools could get an education.

Resources, continued

5. Some Neighborhood Helpers*Eyegate
   The Neighborhood Doctor
   The Neighborhood Nurse
   The Neighborhood Pharmacist
   The Neighborhood Optometrist
   The Neighborhood Barber
   The Neighborhood Beautician
   The Neighborhood Automobile Service Station
6. The Neighborhood Community*
   Encyclopedia Britannica "Places We All Own".
7. Fundamentals of Economics*
   Eyegate
   Money
   Taxes
8. Knowing Our School*
   Encyclopedia Britannica
   Our School In The Community
9. The Town Community*
   Encyclopedia Britannica
   How Our Town Grew
   The Future of Our Town
10. The City Community*
    Encyclopedia Britannica
    Keeping The City Alive

Books

1. I Know Series*Putnam
   Mayor
   Policeman
2. Let's Go Series*Putnam
   To A City Hall
   To a Police Station
3. I Want To Be Books*Childrens Press
   Animal Doctor
   Beauty Operator
   Dentist
   Doctor
   Mechanic
   Nurse
4. Poems
   See pages 41 "A Happy Neighborhood" and 44 "Neighborhoods" in Our Working World (SRA).

HISTORICAL COMMUNITY

OBJECTIVE I:

OBJECTIVES: The students should recognize the contributions the Indians have made to our culture. page 37

Activities
1. Compare hunting today
   a. Weapons
   b. Animal Supply
   c. Licencing

2. Bulletin Board or time line on development of hunting

Resources
Resource Speakers
1. Haskell student
2. Father who hunts

On-site Visits
1. Natural History Museum, K.U.
2. Visit old West Lawrence

OBJECTIVE II

OBJECTIVES: The students should compare the kinds of worker they had in early America with the jobs now available. page 57

Activities
1. Do a bulletin board on how to care for personal possession --"We Care"

Resources
Resource Speakers
1. Waiter or waitress
2. Antique dealer
3. Furniture dealer
4. Sherrif

On-Site Visits
1. Newspaper Office
2. Local sherrif's office and jail

OBJECTIVE III

OBJECTIVES: The student should recognize that wigmakers and weavers are still important today, pg 81

Activities
Make a handmade item from leather or yarn.

Read Stories from Neighbors at Work, S.R.A.
a. The Glassmakers
b. Betsy's New Hat

Resources
Resource Speakers
1. Paula Oldehoeft, Lawrence School of Hairstyling
2. Weaver, KU Department 864-3919
3. Susie Sheldon, Yarn Barn
4. John Garcia, U.S.D. 497

On-Site Visits
1. Yarn Barn
2. Crewel Cupboard
3. Leather Shop
   a. Primarily Leather
4. Visit Lindsborg, Kansas to see craftsman at work.

OBJECTIVE IV

OBJECTIVES: The students should become aware that Bootmakers are still used today, page 84

Resources
Resource Speakers
1. Bootmaker
   a. Speaker from "Primarily Leather"

On-site Visits
1. Tour of Primarily Leather

Audio Visuals
1. The Shoemaker*Eyegate

OBJECTIVE V

OBJECTIVES: The students should recognize that Bakers are a vital part of our community, page 85

Activities
1. Bake bread or some other baked goods

Resources
Resource Speakers
1. Mr. Hayden--retired baker
2. Darlene Crisp--Cake decorator

On-site Visits
1. Rusty's IGA
2. Daylight Doughnuts

Audio-Visuals
1. The Baker

Books
1. I Want to Be a Baker* Childrens Press

OBJECTIVE VI

OBJECTIVES: The students should realize that Blacksmiths can still be found, page 86

Resource Speakers
1. Speaker from the Stables
2. Blacksmiths
   a. Gordon Kay
   b. Michael Chew

HISTORICAL COMMUNITY

OBJECTIVE VII

OBJECTIVES: The students should realize that other Crafts can be a hobby now-a job later

Activities

1. Make candles in paper cups
2. Do simple tatting
3. Do simple quilling

Resources

Resource Speakers

1. Speaker from KU Department of Silversmithing 864-3074
2. Speaker from KU Department of Weaving 864-3919
3. Speaker from Crewel Cupboard on tatting and or quilling
4. Haskell Department of Arts and Crafts

A MILITARY COMMUNITY:

FORT BRAGGS, NORTH CAROLINA

OBJECTIVES: The students should become aware of the special training needed by military men.

The students should be provided with information about how training in military work can be used later in the world of work.

Activities

1. Suggested military training that can later be used as careers in the world or work are as follows:
   Communication and transportation
   Pilot
   Underwater Work
   Cook
   Map Making
   Radio Repair
   Mechanic
   Medic

Resources

Resource Speakers

1. Speaker from Air Force Recruiting Office 842 Mass. 843-3000
2. U.S. Army Recruiting Office 107 West 7th 843-0465
3. National Guard RFDll 842-7133
4. Navy Reserve Officers Training Corps 115 Military Science-KU UN4-3161

On-Site Visits

1. Forbes Air Force Base, Topeka
2. Fort Leavenworth

Audio-Visuals

1. The Wonderful World of Vocational Opportunities*Eyegate
   Automobile Mechanic
   TV and Radio Repair
   Cook
   Medical Assistant

Books

1. I Want To Be Books*
   Children's Press primary
   I Want To Be A Mechanic
   I Want To Be A Truck Driver
   I Want To Be A Ship Captain
   I Want To Be A Space Pilot
2. About Books*Childrens Press
   About The Captain of A Ship
   About The Pilot of A Plane

AN APPLE-GROWING COMMUNITY: YAKIMA, WASHINGTON

OBJECTIVES: The students should become aware of workers involved in growing and harvesting fruit.

Activities

1. Have a tasting party
   Try: frozen apples
   dried apples
   canned apples
   fresh apples
   End it by having a piece of apple pie.

2. Make applesauce at school.

3. Make apple butter

4. Johnny Appleseed play.

Resources

Resource Speakers

1. Invite bee-keeper to speak to children about importance of bees in fruit growing and tell about what he does.
   Mr. P. Everett Sperry--843-1639
   He is extremely busy in the spring.

2. Crop spraying pilot. Contact Erhart Flying Service, Inc.--843-2167

On-site Visits

1. Davenport Orchard east of Lawrence on highway 10.

2. Reese's Apple Orchard
   Hi-way 24--Topeka, Kansas

Audio-Visuals

1. The American Farmer and Our Food Supply*Eyegate
   a. Fruit Farming

Books

1. Johnny Appleseed

A FOREST-PRODUCTS COMMUNITY: CROSSETT, ARKANSAS

OBJECTIVES: The students should become aware of jobs involved in forestry work.

The students should have knowledge of goods produced from the forest–wood and paper, and to learn to evaluate the proper use of these goods in relation to preserving our forest.

The students should be aware of the part they must play in preserving our natural resources in wooded areas, especially around Lawrence.

Activities

1. Have children bring examples of paper products to display.
2. Make bulletin board about products made from trees.

Resources

Resource Speakers

1. Invite a local contractor to speak to the students about the various types of wood used in building houses.
2. Mr. Wayne Replogle--843-6741
   Forest Ranger at National Park each summer could give fine talk about his job.

On-site Visits

1. Mount Hope Nursery--843-2335 or Pence Garden Center--843-2004 to see pine tree or evergreen seedlings growing.
2. Visit one of the lumber yards in Lawrence to see plywood and compare to other woods. Also find out how lumber yards get their wood.
3. Take a trip to Natural Environmental Reserve. Contact Dr. Henry Fitch at UN4-4541 KU
4. Visit the Natural History Museum at KU to specifically observe animals in natural habitat.

Audio-Visuals

1. America At Work: Our Natural Industries*Eyegate
   a. Lumbering
2. Forest and Forest Products*Bailey Film Associates
   a. Plywood Industry
   b. Paper Industry: Paper Mill
   c. Paper Industry: Trees in Forest

Books

1. I Want To Be A Forester*Childrens Press
2. About The Foresters*Childrens Press

A STEEL-MAKING COMMUNITY: PITTSBURG, PENNSYLVANIA

OBJECTIVES: The students should become aware of jobs involved in steel-making.

The students should gain knowledge of goods produced from steel and the raw materials (coal, limestone, iron ore) needed to make the steel.

The students should understand the importance of salvaging steel scrap in order to conserve our natural resources.

Activities

1. Read the story "Dan's Day at the Factory" found on page 159 or Our Working World (SRA). After talking about the many things that Dan learned, the children might think up new or improved products that they would like factories to produce. Each child might write a short composition describing the product and tell why he thinks it would sell.

Resources

Resource Speakers

1. Any children whose fathers or mothers work in factories can tell about their parents jobs. (or have them come and tell about it.)

On-Site Visits

1. Visit a bicycle repair shop in Lawrence. Find out how to care for their bicycles to keep them in proper operating condition.
   a. Bill's Bike Shop 200 Haskell 843-1291
   b. Ride-On Bike Shop 1401 Mass. 843-8484
2. Fleetwood Homes of Kansas
   Manufacturerers
   807 E. 29th 841-2600
3. Hamm Quary Inc.
   RFD 3 842-3236
4. Auto Salvage in North Lawrence
   Kaw Motor & Salvage Co. 843-6444

Audio-Visuals

1. Consumer Educ.: Basic Economics
   Encyclopedia Britannica
   a. Living and Work Without Money
2. America At Work: Our National Industries*Eyegate
   a. Coal Mining
   b. Iron and Steel
3. Our Working World-Level 3
   a. The City: Marketplace of Goods and Services
4. The Wonderful World of Vocational Opportunities*Eyegate
   a. Sheet Metal Worker

Books.

1. Come to Work With Us In A Toy Factory*Childrens Press
2. I Want to Be A Coal Miner* Childrens Press--primary

Music

1. Our Working World--Level 2
   a. Factories In The Neighborhood

RURAL COMMUNITY

OBJECTIVE I

OBJECTIVES: The students should recognize the small town neighborhood as having the same basic workers as that of the big city.

Activities

1. To demonstrate that people who live in a small town neighborhood have less choice of jobs or commodities than people in a larger city, the teacher may:
   a. show a big city and small town newspaper and compare sections
   b. show yellow pages of telephone directories and compare
2. Cut out pictures from magazines to show the downtown areas of small towns. Make a display titled "The Downtown Center in a Small Town".
3. Discuss whether small towns have large apartment buildings.
4. Read poem "City Child" page 75 (SRA) Our Working World. Afterwards the class should discuss the characteristics of the city and country, as described in the poem. These can be listed in two columns, labeled "City" and "Country: on a large chart. Or half the class may draw or paint Pictures showing city characteristics while the other half draws country characteristicts. These pictures can be assembled in an exhibit labeled:

CHILDREN LIVE

In The Country In The City

Resources

Resource Speakers

1. Crop Duster

On-Site Visits

1. Grain elevator
2. Feed and grain store
3. Farm machinery store
4. Watch harvesting fall crops or planting spring crops
5. Take a hay ride
6. Visit several types of farms: small grain, dairy, sheep, poultry, etc.
7. Chicken hatchery

Books

1. A Carol For The Mayor*Rebecca Candell in Along Friendly Roads by E. A. Betts and C. M. Welch, pages 221-227. NY: American Book Company, 1958

RURAL COMMUNITY

OBJECTIVE II—

OBJECTIVES: The students should recognize the variety of occupations connected with the business of farm communities. page 19

Concepts which can be included:

1. The importance of the farmer
2. The dignity of the farmers work.
3. The importance of doing his job well.
4. The importance of cleanliness.
5. Relate this to the importance of doing our work well at school.

Activities

1. Bulletin Board on products using:
   a. Soy Bean Oil
   b. Corn Oil
2. Hatch eggs in the incubator
3. Have classroom display with toy farm implements students bring. Have them explain use.
4. Churn Butter
5. Make bread
6. Each child may make a book of activities he has done
7. Make a cooperative thank you book for the farmer and one for the bus driver.
8. To demonstrate that farmers are important producers because they raise most of our food and many raw materials for factories, have the class make a list of farm products. They can also make drawings of the "Farm Produces Many Kinds of Food and Raw Materials.

Resources

Resource Speakers

1. Farmer
2. Hatchery Worker
3. Auctioneer
4. Douglas County Extension Agriculture Agent (843-7058) to talk about types of farms around Lawrence. What raw materials they produce for factories.
5. 4-H members to tell how young people on farms try to learn better ways of growing plants and raising livestock. Also what 4-H does and why it is important. Explain how city children can belong too.

On-site Visits

1. Co-op
2. Cattle Feed Lot
3. Hatchery
4. Environmentally controlled pig farm
5. International Harvester Dealer
6. Meat Market--Lehr's Wholesale Meat Market
7. Dairy Farm

Audio-Visuals

1. The Farmer and Our Food Supply*
   Eyegate
   The American Farmer
   Animals on the Farm
   Machines on the Farm
   Wheat for Bread
   Corn for All
   Dairy Farming
   Cattle Raising
   Fruit Farming
   Truck Farming

Activities

RICH WHITE BATTER BREAD

1. pakage active dry yeast
½ cup warm water
1/8 tsp. ground ginger
3 tbsp. sugar
1 can (13 oz) undiluted evaporated milk
1 tsp. salt
2 tbsp. salad oil
4 to 4½ cups unsifted regular all-purpose flour
butter or margarine

Disolve yeast in water in a large mixer bowl; blend in ginger and 1 tbsp. sugar. Let stand in a warm place until mixture is bubbly, about 15 minutes. Stir in remaining 2 tbsp. sugar and the milk, salt and salad oil. With mixer on low speed, beat in flour 1 cup at a time, beating very well after each addition. Beat in last cup of flour with a heavy spoon: add flour until dough is very heavy and still but too sticky to knead. Place dough in a well-greased 2 pound coffee can or divide into two well greased 1 pound coffee cans. Cover with well-greased plastic can lids. Freeze if you wish.

To Bake: Let covered cans stand in warm place until dough rises and pops the plastic lids, 45 to 60 minutes for one pound cans, 1 to 1½ hours for 2 pound cans. If frozen, let dough stand in cans at room temperature until lids pop: this takes 4 to 5 hours for 1 pound cans, 6 to 8 hours for the 2 pound size. Discard lids and bake in a 350° oven for 45 minutes for the one pound cans, 60 minutes for 2 pound cans. Crust will be very brown, brust top lightly with butter. Let cool for 5 to 10 minutes, on a cooling rack, then loosen crust around edge of can with a thin knife, slide bread from can and let cool in a upright position on a rack.

Resources

Music

1. My Picture Book of Songs
   Spot page 13
   The Puppy Next Door page 13
   Tony's Pony page 23
   Grandpa's Farm page 57
2. The Magic of Music
   Baby Chicks page 104
   Five Fat Turkeys page 55
   See the Little Ducklings page 91
3. Making Music Your Own
   Animal Sounds page 103
   Baa, Baa, Black Sheep page 116
   Come Up, Horsey page 44
4. This Is Music
   I Wish I Were a Farmer page 79
   The Farmer and His Friends page 90
   Evening Songs page 80
   Horsey Horsey page 129
   The Little Pig page 64
   Mister Duck and Mister Turkey page 96
   Over in the Meadow page 38
   Six Little Ducks page 63
   My Old Dan page 62

Books

1. I Want To Be Books*Childrens Press
2. About the Farm Helpers*Childrens Press
3. Here Comes The Bus*Carolyn Haywood NY: Morrow, 1963 (Jonathan Mason learns several things about rural living)
4. Neighbors at Work--Eight Farms* SRA-Our Working World pages 100-103
5. The Farmer and His Cows*Floethe: Scribners
6. Come to the Farm*Ruth Tensen: The Reilly and Lee Company
7. The Animals of Friendly Farm*Marjorie Hartwell: Wilcox & Follett Co.
8. Brown Cow Farm*Ipcar, Dahlov: Doubleday & Co.
9. Children on a Farm*Encyclopedia Britannica True to Life Books: Britannica Books, Meredith Press
10. Egg to Chick*Selsam: Harper & Row

THIRD GRADE

Career Education Objectives

World of Work

1. Study and identify business and occupations and the interdependency of each.
2. Explore potential careers that develop from hobbies.
3. Compare and contrast job opportunities in communities.
4. Analyze the changing nature of career opportunities.
5. Examine the health and safety standards for workers in various occupations.
6. Recognize that similar jobs can be done in different businesses.
7. Analyze the contribution each worker makes to a given industry or business.
8. Recognize that basic skills developed in school have a direct relationship to preparation for the world of work.

Self-Development

1. Assume responsibility for classroom jobs and evaluate one's performance.
2. Analyze factors related to a worker's personal success.
3. Demonstrate acceptance of responsibility for self by moving within the school facility without supervision.
4. Analyze attitudes toward work at home and at school.
5. Develop realistic goals in light of interest and abilities. (Lightly)
6. Develop healthy attitudes toward success and failure.
7. Develop healthy attitudes toward change in our society.
8. Evaluate the interdependency of workers in a work
9. Recognize that others have worth with their special talents, interests, and personalities.

Consumer-Economics

1. Begin realization that the real cost of satisfying a want is the thing foregone.
2. Begin to appreciate role competition plays in relation to business and industry.
3. Analyze how specialization and division of labor affects the quality or quantity of goods produced.
4. Begin to develop the concept of interest as relative to savings.

Curriculum overview

The Making of Our America

1. Colonial America
   - Anglo-America Before the Europeans Came
   - Brave Men Come to the New World
   - Making New Homes in Anglo-America
2. The Colonies Become a Nation
   - The French and Indian War
   - The War for Independence
   - The New Nation
3. The Nation Expands
   - Settling Mid-America
   - Settling the Far West
   - The Great Plains
   - The Far North
4. Industry and Cities in Anglo-America
   - The End of Slavery
   - Industry Grows in Anglo-America
   - Cities Grow in Anglo-America

The Metropolitan Community

1. What This Book Is About
2. Spaceship Earth
3. Our Environments
4. A Story About the City of Progress
5. Metropolitan Communities
6. The Parts of a Metropolitan Community
7. The People of a Metropolitan Community
8. City Services
9. Government in the Metropolitan Community
10. Government and Freedom
11. The Problems of People
12. Our Own Metropolis

THE MAKING OF OUR AMERICA

PART I: COLONIAL AMERICA

CHAPTER I: ANGLO-AMERICA BEFORE THE EUROPEANS CAME

OBJECTIVE I: The students should realize that the globe represents our earth, shows location of land masses and water masses, and that people who make their livings drawing maps are called cartographers, pages 3-5

The students should realize that many people use maps in their daily occupations for travel and recreation, and as a quick source of information.

Activities

1. Identify all land masses and the continents.
2. Name the four oceans: Pacific, Atlantic, Arctic and Indian Oceans and locate.
3. Show cardinal directions.
4. Cut silhouettes of continents from colored paper. Have children make a globe by putting continents on ball (or balloon) in relative positions and identify continents by name. Add names of oceans.
5. Identify Equator and Poles--North and South.
6. Identify hemispheres--Eastern and Western, Northern and Southern,
7. Discuss cartographers, geographers, explores, traders, rulers, ship builders, and their contributions to explorations.
8. Bulletin Board:
   Collect many types of maps: Map of school

Historical Kansas	City, State, K.U.
Explorers Routes	United States
Colonial U.S.	World
Indian Tribes in Kansas	Recreation Maps
Topographical Maps	Population
Political Maps	Product
Physical Maps	Road Maps
Star Chart	

   Discuss legends, symbols, colors, scale
9. List people using maps in their jobs. Tell how and why. What kind of maps.
10. Study city map. Use the coordinates to locate specific buildings and areas. Identify building sites from the map legend. Mark location by pasting color coded squares of paper on city map--locate city hall, churches, schools, shopping areas, parks, child's home.

Resources

Audio-Visuals

Maps and Globes Broken Arrow
What is Geography K.U.SEIMC
Review symbols, natural features

Books

1. City maps are obtainable from the city manager's office (Chamber of Commerce)

*Available at New York School

THE MAKING OF OUR AMERICA

PART I: COLONIAL AMERICA

CHAPTER I: ANGLO-AMERICA BEFORE THE EUROPEANS CAME, Continued

OBJECTIVE II: The students should recognize that our environment includes physical and clutural features and that man changes his environment–intentionally and incidentally.

The students should realize that the Early Americans provided all their own basic needs food, clothing, shelter, from materials in the environment, so they had to be self-sufficient. pages 9-13

Activities

1. Cultural features, those made by man, are made to help man meet his needs. Discuss the types of cultural features in the area.
   Which were developed intentionally?
   Which were developed incidentally?
   Can you think of any which may have developed accidentally?
2. The Eurasians traveled across the land bridges. Discuss the reasons some stopped in the Alaskan region; south. Discuss the major occupational classifications;
   Southeastern Farming tribes
   Northeastern Woodsmen
   Subarctic Hunters
3. Discuss the fact that Woodland Indians used wood and furs for many items that the Plains Indians used buffalo skins, and bones. Indians, as others, used materials immediately available for clothing, food and shelter. Desert Indians built homes of sun dried clay.
4. Have children prepare booklets about each type of Indian--show occupations, housing, clothing, etc. (individual or groups working with each.) games, toys
5. List Indian names of towns, counties,-- Topeka, Eudora, Wakarusa, Kansas, . . .
6. List Indian names for items in our vocabulary-- teepee, succotash, wigwam, . . .
7. Discuss similarities and differences in our ways of life today.
8. Discuss ways we are independent today.
9. Make collage of catolog pictures of items used long ago and of other of those not existing then that are considered necessities now.

Resources

Resource Speakers

1. Have Haskell Indian students speak and show articles peculiar to their own tribes.

Audio-Visuals

1. Transparencies: Indians (Broken Arrow)
   a. Shelter
   b. Clothing
2. Indian Art, (filmstrip) (Broken Arrow)
3. Indian Games (filmstrip) (Broken Arrow)

Books

1. Indians are Pioneers Follett--Working Together--Unit 6
2. World Book: Indian article
3. ABC Book of Early America Eric Sloan
4. Colonial Living Edwin Tunis

THE MAKING OF OUR AMERICA

PART I: COLONIAL AMERICA

CHAPTER II: BRAVE MEN COME TO THE NEW WORLD

OBJECTIVE: The students should recognize that sailors, merchants, explorers, rulers all have some of the same goals for explorations. Their purposes in searching may vary.

Activities

1. Identify the homeland of the Vikings
2. Read about Eric the Red
   Read about Leif Ericsson
3. Locate Norway, the home of the Vikings
4. Build model, or draw Viking ships.
5. Discuss:
   a. Merchants sell their goods for enough to pay for them to obtain them and bring them to market
6. Bring samples of spices and display on map indicating source. Indicate routes which the traders must have followed to obtain the spices.
7. Bring samples of silk, silkworm, cocoon, and story of silk.
8. List skills and jobs probably necessary on ships and in strange lands.
9. Discuss the variety of reasons for which explorers search out new lands.
10. Look at transparencies showing the routes of the explorers and the lands claimed by them for their rulers. What occupations suit these lands? Why?
11. Discuss the fact that these are all individuals with the same basic needs. The first which must be met are the need for food and drink, next clothing, then, shelter.
12. Discuss the ways in which each group meets its needs. Do they bring all their own supplies, or do they plan to supply themselves on the trip?
13. Make riddles or acrostics about explorers.
14. Discuss why a city grows--do children predict Quebec will grow? Why? Climate? Water? Travel Routes? What needs of men will be met there? What needs of the city must be met? Government, transportation, housing planning, utilities, workers

Resources

Audio-Visuals

1. Transparencies: Explorers, French English, Dutch, Spanish (Broken Arrow)

Books

1. Teacher's Guide--pages 37-38
2. The Vikings: C. A. Burland
3. Columbus Story: Alice Dalgliesh

THE MAKING OR OUR AMERICA

PART I: COLONIAL AMERICA

CHAPTER III MAKING NEW HOMES IN ANGLO-AMERICA

OBJECTIVE : The students should recognize that a company is a group of people working together to make money.

The students should recognize that Early Americans had to be a "Jack of All Trades".

Activities

1. List companies in our town today and the purposes they serve.
2. List companies setting in New World. The purposes behind them.
3. Compare John Smith rulers for Jamestown Colony with Hudson's Colony and others.
4. Discuss trade centers, farming centers, forts.
5. Define share cropping and discuss ways in which needs were met.
6. Discuss: Tobacco as a crop; why profitable? (relate to supply and demand)
7. Discuss: occupations related to colonial government.
8. Write: If I were coming to America on the Mayflower I would bring . . . . . because.
9. Write a dairy: Days in the life of a colonial child--or a story of an event in the life of a colonial child. What responsibilities.
10. List craftsmen needed in colonial times--choose one to write about or make a bulletin board showing pictures of their occupations.
11. Teachers Guide--page 39 has excellent activity suggestions, especially last 5.

Resources

Resource Speakers
1. Tobacco Store Owner

Audio-Visuals
1. Picture Sets: Everyday Life in the Colonies

Books
1. Colonial Life World Book
2. Child Life in Colonial Days, Earle, Alice Morsse
3. Teamwork in Colonial Days, Pulney, Walter K.

THE MAKING OF OUR AMERICA

PART I: COLONIAL AMERICA

CHAPTER III: MAKING NEW HOMES IN ANGLO-AMERICA, Continued

OBJECTIVE: The students should recognize that in early days the whole family worked long hard hours to provide basic needs example: clothing from field (or animal) to cloth took many steps and many hours. Colonists worked together and lived near one another to help one another.

Activities

1. Make pipe stem or paper dolls dressed to represent people in colonial community--using tools of the day or performing "typical tasks".

2. Discuss transportation of colonial days--how different? why? how powered?

3. Discuss and make samplers.

4. Compare: education, occupations of men and women, children's responsibilities.

Resources

Audio Visuals

1. Then and Now in the United States* Encyclopedia Britannica
   Along the Main Street of the East
   In the Appalacian Mountains

THE MAKING OF OUR AMERICA

PART I: COLONIAL AMERICA

CHAPTER IV: LIVING IN COLONIAL AMERICA

OBJECTIVE: The students should recognize that all tasks were necessary for good family life. Children learned by watching and by doing.

Activities

1. Build copy of early settlements to be able to explain planning and positioning of buildings.
2. Compare colonial villages with southern plantations.
3. Compare Northern and Southern colonies. How are they like? How are they different?
4. Make a chart of jobs necessary to make clothes in colonial times.
5. Twist sheep's wool into yarn--if possible have someone come in with a spinning wheel. Weave yarn or rags into cloth or rugs.
6. Sew cloth scraps into doll quilt.
7. Discuss soap making.
8. Discuss cooking, preservation of food.
9. Prepare meal which could have been prepared in colonial times in ways they would have had them.
10. Discuss the "convenience foods".
11. Discuss candlemaking--make candles--compare dipping with molds.

Resources

Resource Speakers
1. Yarn Barn
2. K.U. Weaving Department
3. Oletha Blevins, Home Economist, Douglas County Extension Office

Audio-Visuals
1. Then and Now in the U.S.*
   Encyclopedia Britannica
   In the Old South
   In the Cotton Belt

Books
1. Historical Community, Grade 2
   Allyn-Bacon

THE MAKING OF OUR AMERICA

PART II: THE COLONIES BECOME A NATION

CHAPTER I: THE FRENCH AND INDIAN WAR

CHAPTER II: THE WAR FOR INDEPENDENCE

CHAPTER III: THE NEW NATION

OBJECTIVES: The students should recognize that many different types of people and occupations were important for settling the nation:
Hunters and trappers were important to colonial life
Soldiers became more important as conflict continued
Religious occupations were basic in settling the colonies
Government (representative type) implies that the people be informed about activities in the nation.

The students should realize that taxes help pay many of the nation's bills.

Activities

1. Discuss need for furs.
2. Discuss explorations helped by hunters and trappers familiar with the country.
3. Discuss and list needs of armies, methods of acquiring materials--who pays and why.
4. Compare fighting techniques of English, French, Indian
5. Find pictures of flags and uniforms.
6. Discuss the Boston Tea Party.
7. Discuss the Patriots--were they rebels?
8. Discuss or debate: should Colonists be taxed to help pay for an army they didn't want?
9. Discuss: who should collect taxes and how should they be used?
10. Make collage of "tax purchased" items--schools, streets, etc.
11. Have students discuss the 3 divisions of government. Write about them. List qualifications of good representatives, justices, administrators. Pick the division in which they would like to work and have them tell (or write) why they think they're suited for the position. Campaign: Discuss elections--compare with appointments.
12. Teachers Edition--pages 100-101 Page 102 has good activities suggested.
13. Teachers Edition--page 116--last 4 activities

Resources

Resource Speakers

1. Local Representative
2. Military Officer
3. Politician

Books

1. Our Working World*SRA Lesson 7 & 8 pages 132-145

2. Neighborhoods at Work * SRA

THE MAKING OF OUR AMERICA

PART III: THE NATION EXPANDS

CHAPTER I: SETTLING MID-AMERICA

OBJECTIVE: The students should recognize the need for individual responsibility in the efficient functioning of the society.

Activities

1. Have students develop pioneer village from Lincoln Logs. Put in roads, necessary businesses and services.

2. Through discussion have the class decide what necessary articles would be needed on the frontier. Have students make or bring these. Set up display table.

3. Let students make replicas of actual frontier articles.

4. Plant corn in the room in a container. Compare growth with and without fish for fertilizer.

5. Discuss: Comparisons between how it was done during pioneer times and how work gets done today.

6. Have students role play jobs needed in the community then and now.

Resources

Resource Speakers
1. K.U. Museum of Natural History
2. Gunsmith--Kincaid Gun Shop
3. Primarily Leather
4. Indian
5. Craftsman
6. Canoeist

Audio-Visuals
1. Houses of Long Ago* Encyclopedia Britannica
2. America At Work*Eyegate Commercial Fishing
3. America At Work*Eyegate Lumbering

Other Materials:
1. Historical Community, Grade 2 * Allyn Bacon

Songs
1. The Erie Canal
2. Old Man River

THE MAKING OF OUR AMERICA

PART III: THE NATION EXPANDS

CHAPTER II: SETTLING THE FAR WEST

OBJECTIVE: Students should recognize and develop an appreciation for the various difficulties or hardships encountered by the pioneers.

Activities

1. Have students develop their own telegraph code.

2. Write a diary of a wagon train trip for five days.

3. Have students develop skit involving:
   a. Night in wagon train
   b. Setting up wagon train camp
   c. Discovering gold

Resources

Resource Speakers
1. Salvation Army Chaplin
2. K.U. Museum of Natural History
3. Trapper
4. Telegraph operator
5. Taxidermist
6. Railroad Worker

Field Trip
1. Railroad Station
2. Norm Leary--Prairie Grasslands

Audio Visuals
1. In California Then and Now
   In the United States*
   Encyclopedia Britannica
2. Who Works at the Railroad Terminal
   What You'd See at the Railroad Terminal
   Transportation Series*Bailey Film

Books
1. Lewis and Clark, Grade 1
   Booklet and filmstrip*
   Allyn-Bacon series

THE MAKING OF OUR AMERICA

PART III: THE NATION EXPANDS

CHAPTER III: THE GREAT PLAINS

CHAPTER IV: THE FAR NORTH

OBJECTIVE: The students should recognize the occupation of the farmer is still a very necessary one today.

Activities

1. Have students compare homes of today with those of the pioneers.

2. Have students compare the way homes are built today with the way the pioneers built theirs.

3. Take a railroad map of today and find where major cattle towns were then and determine whether the towns are of much importance today.

Resources

Resource Speakers
1. Well Digger
2. Mr. Swearingen, K.U. Museum of Natural History
3. Farmer
4. Forester--Douglas County Extension Office

Audio-Visuals
1. On the Great Plains
   Then and Now in the United States*
   Encyclopedia Britannica

2. Houses of Long Ago
   Men Who Build Our Houses
   Shelter*Encyclopedia Britannica

3. Wheat for Bread
   The American Farmer and Our Food Supply*
   Eyegate

4. Building For Millions
   America at Work*Eyegate

Books: Little House on the Prairie
Laura Ingalls Wilder

THE MAKING OF OUR AMERICA

PART IV: INDUSTRY AND CITIES IN ANGLO-AMERICA

CHAPTER I: THE END OF SLAVERY

OBJECTIVE: Students should develop an appreciation and respect for all men and the price paid for freedom.

Activities

1. Have students write a report on one of the following topics:
   a. "How I Help Others"
   b. "How Others Help Me"
   c. "What is Freedom"

2. Bulletin Board: Make figures from pipe cleaners. Include the concepts: Be your best self; Keep your promise; Trust others; Be honest; Learn to give; Be patient; Be responsible; Be a good listener.
   Entitle it: "Learning to Live With Others."

3. Bulletin Board: Put the words: Respect, Responsibility, and Rights on the bulletin board. Ask the students to write on any one of the three and express their feelings about them. In order to share, cut up their papers and arrange them on the bulletin board near the appropriate word. Discuss.

4. Class Activity: Ask a student to read a short story to the class, after he has finished he leaves the room. Ask the class to write a discription of the reader. Repeat the activity a second time. There should be a greater degree of accuracy in the descriptions the second time. The children will learn to be more aware of others around them.

Resources
Resource Speakers
1. Social Worker
2. Elementary Counselor

Audio Visuals
1. Getting Along Series*Kindle
2. Then and Now in the United States*
   Encyclopedia Britannica
   In the Old South
   In the Cotton Belt

THE MAKING OF OUR AMERICA

PART IV: INDUSTRY AND CITIES IN ANGLO-AMERICA

CHAPTERII: INDUSTRY GROWS IN ANGLO-AMERICA

OBJECTIVE: Have the students recognize the different occupations that were necessary in order to invent the things we have today.

Activities

1. Mass produce an item on the assembly line. Have the students compete with those working on an individual basis. Suggestions of an assembly line.
   a. Paper Houses
   b. Letters and envelopes

2. Have students set up "savings accounts". Pay back interest in gum, balloons, etc.

Resources

Resource Speakers
1. Ethan Smith, City Treasurer (Historian)
2. K.P.L.
3. Judy Looney, Vice President
   Lawrence National Bank

Tours
1. City Museum
2. Historical tour of Lawrence

Audio Visuals
1. How America is Clothed
   America at Work*Eyegate

2. W.O.W.*Educraft
   Raw Steel to Rolling Wheels
   It's the Growing Thing
   Wally, the Worker Watcher

3. Basic Economics*Encyclopedia Britannica
   Living and Work Without Money
   Money
   Money Goes to Work

THE MAKING OF OUR AMERICA

PART IV: INDUSTRY AND CITIES IN ANGLO-AMERICA

CHAPTER III: CITIES GROW IN ANGLO-AMERICA

OBJECTIVE: The students should realize the hardships the immigrants endured in order to be a part of America .

Activities

1. Have students write story of how they would feel in another country. Set up a situation for them.

2. Adopt someone from another country to share a holiday celebration at school.

3. Pen pals with a student in a foreign country.

4. Write to the head of a school in a foreign country and ask to have your classes exchange letters. Ask students to write specifically about the jobs their parents and grandparents have, what their favorite past-time is, how they spend their money, what they do for recreation, what their favorite food is, etc.

Recources

Resource Speakers

1. Department of Foreign Students, K.U.
2. Small World

Audio Visuals

1. America At Work*Eyegate
   Coal Mining
   Iron and Steel

2. Then and Now in the United States*
   Encyclopedia Britannica
   Along the Main Street of the East
   On the Great Lakes Waterway

3. Cities at Work*SRA
   What Keeps People Together

THE METROPOLITAN COMMUNITY

CHAPTER I: WHAT THIS BOOK IS ABOUT

CHAPTER II: SPACESHIP EARTH

OBJECTIVE: The students should recognize the relationship between sun, moon, and earth and its effect on day and night. They should also realize there are definite occupations connected with the study of this.

Activities

1. Use small lamp to represent the sun. Take small globe and rotate to simulate day and night.
2. Correlate this unit with a science unit on earth's rotation, evolution and space.

Resources

Resource Speakers

1. Astronomer
2. Meterologist
3. Scientist
4. Community persons who have traveled

On-Site Visits

1. Planetarium

Materials

1. Small model of earth and sun showing relationship--at Administration Center

CHAPTER III: OUR ENVIRONMENT

OBJECTIVE: Students should realize that many occupations are involved in caring for our environment.

Activities

1. On a large map of the local area (or any area) let students paste in or draw symbols for its physical and cultural features.
2. Compile daily records for sunshine, cloudiness, precipitation, windflow, humidity, temperature, etc.

Resource

Resource Speakers

1. Farmer
2. Engineer

On-site Visit

1. Clinton Dam (During trip note various ways man affects environment.)
2. Construction project

THE METROPOLITAN COMMUNITY

CHAPTER IV: A STORY ABOUT THE CITY OF PROGRESS

OBJECTIVE: Students should recognize the progression of occupations as it relates to the development of the land.

Activities

1. Make cultural map from paper mache. Have students build city as they study land features.

2. Have students write a description of people who might have settled in the community. These should be historically accurate in detail as to the type of transportation, type of food, etc.

3. Have students simulate the settling of the land from past to present using people from number 2.

4. Have students find out about and draw their family tree.
5. Have the students find out what their ancestors did for a living, if possible. Make a bulletin board from this information.

6. Note the activities in Teachers Manual, pp. 281-282

7. Make bulletin board of early occupations with today's counterpart beside it.

Resources

Resource Speakers
1. Geographer
2. Doctor--Early diseases
3. Douglas County Extension Office--Early foods
4. Retired persons from community
5. Railroad Engineer

On-Site Visit
1. Railroad Station

CHAPTER V: METROPOLITAN COMMUNITY

OBJECTIVE: Students should recognize changes that occur in types of occupations needed for the dynamic society.

Activities

Lay out a model city, past and present, using wooden blocks.

Resources

Resource Speakers
1. City Planner
2. Sociologist

Audio Visuals
1. Cities at Work*SRA
   Why a City Is Where It Is
   Why a City Grows
   Why Cities Must Plan

CHAPTER VI: THE PARTS OF A METROPOLITAN COMMUNITY

OBJECTIVE: Students should realize different occupations exist in various parts of the city.

Students should realize that some people do not have occupations as a result of where their residence is.

Activities

1. Set up a reciprocal visit with another third grade class in a totally different economic-level school. Set up situation which develop mutual understanding and respect.

2. The students could take a survey of their own neighborhood to find out what these people did for a living. Then a tally could be made in the class.

3. The students could take on a clean-up campaign to help make their part of the city more attractive.

Resources

Resource Speakers
1. Social Worker
2. County Health Nurse
3. Industrial Planner

THE METROPOLITAN COMMUNITY

CHAPTER VII: THE PEOPLE OF A METROPOLITAN COMMUNITY

OBJECTIVE: Students should realize many types of people make up the total community with many different occupations and hobbies.

Activities

1. Let students give a report on their favorite hobby. As a part of their report have them write about an occupation that could develop from their interest in this hobby. Also include how this occupation could help their community.

2. Have students make up a parents occupational notebook with pictures and stories of their parents. Make this notebook into a bound scrapbook for the school library.

3. Note activities in Teachers Manual pages 320-321

Resources

Resource Speakers

1. Minister
2. Department of Foreign Students, K.U.
3. Manager of an Apartment House
4. Parks and Recreation Department

On-site Visits

1. Apartment Houses
   a. Jayhawk Towers
   b. Old English Village
   c. Ridgely

Audio Visuals

1. Park and Recreation Assistant--Bowmar
2. Cities at Work*SRA
   What is a city

Books

1. Cities at Work: Teachers Manual*SRA
   Chapter 1: A City Is a System

CHAPTER VIII: CITY SERVICES

OBJECTIVE: Students should realize that there are two major categories of occupations:
a. those who provide goods
b. those who provide services

Activities

1. Have students list all the services performed for them around the school.

2. Have the students list all the jobs in the community which give only services.

3. Have the students write a thank you letter to one community person who performs a service they especially use, enjoy or appreciate.

Resources

Resource Speakers
1. Telephone Operator
2. County Health Nurse
3. Policeman
4. Fireman
5. Sanitation Department, Don Purdy
6. Golf Club Personnel
7. Turnpike Personnel
8. Bus Driver
9. Maintenance Section

On-Site Visits
1. Bell Telephone Company
2. Computer Center, L.H.S.
3. Alvamar
4. City bus ride

Audio Visuals
1. Jobs in the City: Services*Centron
   16mm. film
2. Cities at Work*SRA
   The City and Transportation
3. Big City Series*Eyegate
   Big City Workers
   Police Protection in Big City
   Fire Protection in Big City
   Public Utilities in Big City
4. The Utility Workers*W.O.W. Educraft
   Gas and Oil Services
   Electrical Services
5. Traveling In and Out of the City*Coronet
   Airport
   Railroad
   Bus Station
   Harbor
6. Working in U.S.
   Communities-Group I*SVE
   Flagstaff, Arizona: Services Community

CHAPTER VIII: CITY SERVICES,Continued

Resources

Audio Visuals

7. Community Workers and Helpers*SVE
   Fire Department Workers
   School Workers
   Library Workers
   Supermarket Workers
   Doctors Office Workers
   Department Store Workers
   Hospital Workers
   Television Workers
8. Study Prints:
   SVE Fire Department Helpers
   SVE Moving Goods for People in the City
9. Some Neighborhood Helpers*Eyegate
   The Neighborhood Doctor
   The Neighborhood Nurse
   The Neighborhood Pharmacist
   The Automobile Service Station

Books

1. Cities at Work: Teachers Manual*SRA
   Chapter II: City Transportation and Communication
2. About Books*Children's Press
   Friendly Helpers Around Town
   Friendly Helpers for Health and Safety
   People Who Run Your City
   Policemen
   Postmen
3. I Know Series*Putnam
   Fireman
   Librarian
   Mayor
   Policeman
   Postman
   Teacher
4. Let's Go Series*Children's Press
   A Bank
   A Dentist
   The FBI
   A Firehouse
   A Garage
   A Newspaper
   The Telephone Company
   A Television Station
   A Truck Terminal

CHAPTER IX: GOVERNMENT IN THE METROPOLITAN COMMUNITY

OBJECTIVE: Students should recognize who makes the laws and who enforces them and the importance of these people in our community.

Activities:

1. Set up a city government in the classroom. Let each student role play a definite occupation in city government.
2. Within the class conduct a campaign to elect city officials.
3. Have students collect newspaper clippings about our city officials.
4. Have students find out what other occupations the city commissoners have besides their job working for the city.

Resources

Resource Speakers

1. City Commissioner
2. City Manager
3. Politician
4. Retired person
5. Lawyer

On-Site Visit

1. City Offices

Audio Visuals

1. Cities at Work*SRA
   The City and Government

Books

1. Cities at Work*SRA
   Chapter 4: The City and Government
2. Let's Go Series*Children's Press
   A City Hall
   The Capital
3. I Know a Mayor*Putnam

THE METROPOLITAN COMMUNITY

CHAPTER X: GOVERNMENT AND FREEDOM

OBJECTIVE: Students should realize that their present responsibility for preserving the freedom is to learn to obey school rules, show respect for property, and respect for the rights of others.

Activities

1. Divide the students into two groups. Let ½ of the class do many activities with extreme restrictions for the other group. Then switch roles after definite time period. Discuss: Compare two forms of government.

Resources

Audio-Visuals

1. Learning to Live With Others*SVE
   Learning to be Responsible
   Learning to be Your Best Self
   Learning What Giving is All About

CHAPTER XI: PROBLEMS OF PEOPLE IN METROPOLITAN COMMUNITY

OBJECTIVE: Students should recognize the importance of all men working together in their respective jobs for the preservation of our natural and cultural environment.

Activities

1. Have students collect and discuss newspaper articles about problems in our city. Discuss solutions, follow progress and recognize who the people are that solve the problems.

Resources

Resource Speakers

1. Immigrant
2. Department of Foreign Students K.U.
3. Small World

Audio Visuals

1. Cities at Work*SRA
   Keeping Cities up to Date
   Why a City is Where It Is
   Why Must Cities Plan
2. Our Society*Westinghouse
   The Community: A Lot to Do
3. The City Community*Encyclopedia Britannica
   Problems of the City
   Keeping the City Alive

FOURTH GRADE

Career Education Objectives

World of Work

1. Recognize the similarities and differences of workers within the state
2. Recognize the interdependence the state workers have with one another.
3. Examine qualifications needed by people in different jobs.
4. Examine the health and safety standards for workers in various occupations.
5. Recognize that goals and responsibilities within a job may vary or change.
6. Utilize mathematical knowledge to produce an item.
7. Recognize that a given skill or knowledge may be applied in a number of work situations.
8. Recognize that experience brings about a greater efficiency and skill within a job or related work activity.
9. Realize that health is a factor contributing to a worker's success.
10. Recognize a personal goal or aspiration and communicate it.

Self Development

1. Analyze personal attributes related to employ-ability factors.
2. Evaluate the performance of assigned jobs in the classroom.
3. Develop problem-solving skills in relation to every day problems.
4. Develop self-evaluation of classroom performance.

Consumer Economics

1. Analyze and evaluate the contribution and interdependency of industries or businesses.
2. Analyze family income in relation to consumer choices
3. Develop an awareness of the economic advantage of hobbies as a vocation.

Overview of Curriculum

Agriculture and the Land

1. Primitive Societies
2. Early Agriculture
3. Nomads and Farmers
4. Hunting and Gathering Societies
5. Maps
6. Great Plains
7. Kansas
8. Indonesia
9. Climate Comparison
10. Population Problems
11. Pollution Problems

Learning About Industry and Man

1. Canning Industry
2. Clothing Industry
3. Automobile Industry
4. People and Industry
5. New World of Automation

Mass Production Unit

AGRICULTURE: MAN AND THE LAND

PART I: MUSCLES TO MACHINES

CHAPTER I: THE STORY OF FOOD GETTING
CHAPTER II: EARLY MAN: A FOOD GATHERER
CHAPTER III: A STORY ABOUT EARLY MAN
CHAPTER IV: GATHERING, HUNTING,FISHING

OBJECTIVES: Students should realize that early man devoted most of his time and energies searching for food.

Students should compare and contrast primitive societies with modern societies as to records kept and type of education needed.

Students should recognize the similarities and differences between early agriculture and modern agriculture.

Students should compare and contrast primitive hunting societies with primitive gathering societies.

Activities

1. Have the students construct what they think might have been a primitive alphabet
2. Make a list of things used by primitive man. Get pictures to display.
3. Students make a list of what they think might have been some of the occupations of primitive man.
4. Role play whay type of education primitive man had.
5. List foods which could be "gathered" now for food.
6. Take a nature hike to find plants which are edible.
7. Have students do research to find out how these areas compare for early man and modern man. (All of these should be in relation to agriculture.)
8. Discuss the following:
   a. In what way did life differ for early man compared with modern man?
   b. What needs were shared by early man and modern man and how were they satisfied?
   c. Transportation
   d. Communication
   e. Business and Government
   f. Clothing and Homes
9. Divide the class into several groups and let them each decide on three items that both early man and modern needed and how they got them. Report to the class on the items and how they might have been produced then and now.

Resources

Resource Speakers

1. Archeologist
2. Anthropologist
3. Naturalist
4. Scout leader
5. Gary Freeman as hunter
6. Father who Hunts
7. John King WIBW, Topeka
8. Taxidermist
9. Gunsmith

On-Site Visits

1. Natural History Museum
2. Gun Shop
3. Sports Store

Audio-Visuals

1. Check Field and Game Commission

Books

1. National Geographic
   August 1972
   Stone-Age Men of the Phillippines
2. Life Nature Library
   Early Man
3. Sperry
   Call It Courage
4. O'Dell, Scott
   Island of the Blue Dolphin
5. George, Jean
   My Side of the Mountain

*Available at New York School

PART I: MUSCLES TO MACHINES

Activities Continued

10. Discuss reasons for hunting
11. Display pictures of weapons of long ago.
12. Discuss the tools of early man and how they have improved for modern man
13. Display pictures of early and modern tools
14. Coordinate with Science Unit: Simple Machines
15. Make and display early tools and weapons

AGRICULTURE: MAN AND THE LAND

PART I: MUSCLES TO MACHINES

CHAPTER V: MAN LEARNS HOW PLANTS GROW
CHAPTER VI: EARLY AGRICULTURE CHANGES MEN'S LIVES
CHAPTER VII: OLD AND NEW METHODS IN AGRIGULTURE

OBJECTIVES: Students should recognize that man has learned to control his environment through agriculture.

Students should understand the importance of surplus in economic advancement.

Activities

1. Display ways in which plants are started i.e. spuds, shoots, root plants, etc.
2. Start a planter,
3. Discuss concepts of
   a. Surplus
   b. Plant selection
   c. Farming advances
      1. Irrigation
      2. Crop Rotation
      3. Fertilizer
4. Display, compare, and contrast early tools and modern tools which use the same simple machine principles.

Resources

Resource Speakers

1. Local gardener
2. Greenhouse operator
3. Local farmer
4. Agriculturalist from Douglas County Extension Office
5. Old-time farmer

On-site Visits

1. Greenhouse
2. Grain elevator
3. Farmers Co-op
4. Farm

Audio-Visuals

1. K-State Extension Films:
   a. Things Keep Changin
   b. The Agriculture Story
   c. The American Farmer
   d. Agriculture U.S.A.
   e. Man on the Land
2. The American Farmer and Our Food Supply
   a. The American Farmer *Eyegate
   b. Machines on the Farm
3. America at Work:
   Our National Industries
   Agriculture*Eyegate
4. Poster Set
   Development of Agriculture
   World Bank Group
   1818 H. Street N.W.
   Washington, D.C. 20433

AGRICULTURE: MAN AND THE LAND

PART I: MUSCLES TO MACHINES

CHAPTER VIII: GEOGRAPHY: THE STUDY OF THE EARTH

OBJECTIVE: The students should recognize and compare different types of maps. pages 61-85
The students should develop an understanding of biotic environment.

Activities

1. Have students make four different kinds of maps which include symbols:
   a. State
   b. Community
   c. Business Area
   d. Country Side (include parks and lakes)
2. Define terms:
   a. grid
   b. relief
   c. scale
   d. precipitation
   3. vegetation.
3. Coordinate with Science Unit on climate and weather.
4. Study Natural Vegetation here.
5. Do soil study and experiments
6. Make topographic land form models and do contour map of that model.
7. Do Unit on Contour Mapping.
8. Play simulation activity
   Remote Island to develop map skills.
9. Draw the room to scale and cut construction shapes to scale of room contents and re-arrange the classroom.

Resources

Resource Speakers

1. Meteorologist
2. Cartographer
3. John Garcia
   (topographic landform)
4. Ray Ashton--Natural History Museum
   on Biotic Environment
5. Douglas County Extension Office
6. Dr. Schusler--K.U. School of Education
   for Remote Island

On-Site Visits

1. Natural History Museum
   Panoramic of North America
2. Weather station
   K.U. Natural History Reserviation

Books

Science Units*

1. Contour Mapping $1.50
   An environmental investigation into the Ups and Downs of the Land
2. Soil $1.50
3. Plants in the Classroom $1.50

* Address for:
National Wildlife Federation
1412 Sixteenth Street, N.W.
Washington, D.C. 20036

AGRICULTURE: MAN AND THE LAND

PART II: RICE GROWING TWO WAYS OF AGRICULTURE IN THE WORLD TODAY

CHAPTER I: THE FOOD OF HALF THE WORLD
CHAPTER II: GROWING RICE IN JAVA
CHAPTER III: A TRIP TO A JAVANESE VILLAGE

OBJECTIVES: Students should develop an understanding of intensive agriculture.

Students should develop an understanding of other countries.

Students should realize the importance of rice as a basic food to a large part of the world's population.

Activities

1. Choose a designated number of blocks in a community, take a census, and figure population per square block.
2. Take a census of school classrooms and figure the average population per room.
3. Compare types of maps--population, vegetation, climate, landform, etc. and speculate why people congregate in heavily populated areas.
4. Have Indonesian or Oriental person to discuss with the students cultural aspects of the Southeast Asia.
5. Prepare Javanese meal.
6. Role play.

Resource

Resource Speakers

1. Teachers
2. Small World
3. Foreign Students from K.U.

On-Site Visits

1. Exchange visits with another 4th grade class in Lawrence

Audio-Visuals

1. K.State Extension Division Agriculture Showcase Abroad

AGRICULTURE: MAN AND THE LAND

PART II: RICE GROWING TWO WAYS OF AGRICULTURE IN THE WORLD TODAY

CHAPTER IV: GROWING RICE IN THE UNITED STATES LONG AGO

CHAPTER V: THE WAR THAT ENDED SLAVERY

OBJECTIVES: Students should develop an understanding of slavery as a lavor system and its inhumanities.

Students should develop an understanding of the concept of extensive agriculture and cash crops.

Activities

1. Compare and contrast the climates of Indonesia and the Great Plains of the United States and recognize what climate tells us about a region.

2. Make a small book about vegetation, weather, animals, and crops. Regions to be covered:
   a. desert
   b. tropical
   c. mountainous
   d. grassland
   3. polar regions

Include pictures with each child making his own book.

3. Compare and contrast the industrialization of northern and southern states.

4. Have community resident in to speak on Civil War activities in Kansas and Lawrence area.

Resources

Resource Speakers

1. Local resident on Civil War activities in Kansas and Lawrence

Audio Visuals

1. Then and Now in the United States*
   Encyclopedia Britannica
   In the Old South
   In the Cotton Belt
   In Texas

Books

1. The Slave Ship
   Sterne, Emma Gelder
2. Amos Fortune, Free Man
   Yates, Elizabeth

AGRICULTURE: MAN AND THE LAND

PART II: RICE GROWING TWO WAYS OF AGRICULTURE IN THE WORLD TODAY

CHAPTER VI: GROWING RICE IN THE UNITED STATES TODAY

CHAPTER VII: ANOTHER LOOK AT TRADITIONAL AND MODERN AGRICULTURE

OBJECTIVES: Students should develop an understanding of the contrast between subsistence farming and specialized cash crop farming.

Students should develop an understanding of developed and underdeveloped countries.

Students should recognize how a nation grows and develops.

Students should compare and contrast cultural and family patterns in the United States and Indonesia.

Activities

1. Discuss how Indonesian culture affects peoples' attitudes toward change.

2. Have students define what they think the rule of each member of the family is both American and Indonesian.
   a. husband
   b. wife
   c. oldest child
   d. Family as a unit.

Resources

On-Site Visits

1. Plan for a field trip to Agricultural Hall of Fame and Fort Leavenworth Historic Museum

Books

1. A Guessing Game--The Story of Rice
   Rice Council
   P.O. Box 22802
   Houston, Texas 77027

AGRICULTURE: MAN AND THE LAND

PART III: THE BREADBASKET OF AMERICA

CHAPTER I: WHEAT ANOTHER IMPORTANT FOOD

CHAPTER II: WHEAT THE WORLD OVER

OBJECTIVE: Students should recognize the importance of wheat as another important food.

Activities
1. Study wheat and wheat farming.

Resources
Resource Speakers
1. Wheat farmer

Audio Visual
1. The American Farmer and Our Food Supply*Eyegate
   Wheat for Bread

Books
1. From Wheat to Flour* (Booklet
2. Wall chart
   Kernel of wheat*
   *Wheat Flour Institute
   Room 110 Attention: Supervisor of Distribution
   14 E Jackson Blvd
   Chicago, Illinois 60604

AGRICULTURE: MAN AND THE LAND

PART III: THE BREADBASKET OF AMERICA

CHAPTER III: THE GREAT PLAINS: A NATURAL REGION

OBJECTIVES: The students should recognize and be able to locate the Great Plains of the United States as well as have general knowledge about the climate, landforms, plants and animals.

The students should recognize that the natural environment helps determine the cultural environment.

Activities

1. Discuss those natural resources which are conspicuous because of their absence and how their absence affects our lives.

2. Make landform model of the Great Plains.

3. Research, write, and share reports on natural vegetation and animals of the plains.

Resources

Resource Speakers
1. Mike Brondus, K.U., Geology
2. Joseph T. Collins, Museum of Natural History K.U.
3. Botonist--Botany Department K.U.
4. Ecologist--Ray Ashton, Museum of Natural History K.U.
5. James Parker, Museum of Natural History

On-Site Visits
1. Museum of Natural History
2. Environmental Field Laboratory--Dr. Finch, K.U.

Audio-Visual
1. Then and Now in the United States* Encyclopedia Britannica
   On the Great Plains.

Books
1. Regions of the U.S.
   Problems booklet
   Our Working World *SRA
2. The Life of Prairies and Plains*
   McGraw-Hill
   Allen, Durwood

AGRICULTURE: MAN AND THE LAND

PART III: THE BREADBASKET OF AMERICA

CHAPTER IV: THE PLAINS INDIANS

CHAPTER V: THE CATTLEMEN

CHAPTER VI: THE FARMER: WHEAT COMES TO THE GREAT PLAINS

OBJECTIVES: Students should develop an understanding of the conflicts arising from economic activities of various groups; indians, cattlemen, farmers.

Activities

1. Design individual brands.

Resources

Resource Speakers

1. Indian parents
2. Haskell
3. Cowboy-Rancher
4. Farmer

On-Site Visits

1. Ranch
2. Stockyards
3. Local farm where wheat is grown

Audio visuals

1. Working in U.S. Communities*SVE
   Douglas, Wyoming: Ranch Community
2. The American Farmer and Our
   Food Supply*Eyegate
   Dairy Farming
   Caitle Raising
   Animals on the Farm

Books

1. Time Life Series
   The Cowboys
   The Rancher
   The Indians
2. Isley and Richards
   The Story of Kansas
3. Ise, John
   Sod and Stubble

AGRICULTURE: MAN AND THE LAND

PART III: THE BREADBASKET OF AMERICA

CHAPTER VII: THE BREADBASKET OF THE U.S.

CHAPTER VIII: SUMMING UP: AGRICULTURE AND ECONOMIC GROWTH

OBJECTIVE: The students should recognize the population problems of both developed and developing nations.

Activities

1. Play simulation activity. The Game of Farming.
2. Discuss the relationship between slow economic growth and the population explosion in developing countries.
3. Watch paper for articles about shortage of food.
4. Discuss population per square mile and how it is determined. Also discuss its validity.

Resources

Resource Speakers

1. Dr. Frank Cross, K.U.
2. Dr. Marie Cross, K.U.

On-Site Visits

1. Agricultural Hall of Fame
2. Fort Leavenworth Historical Museum

INDUSTRY: MAN AND THE MACHINE

PART I: THE CANNING INDUSTRY

OBJECTIVES: The students should recognize the importance of inventions and discovery in human progress.

The students should recognize the concept of Man's basic needs and his unlimited wants.

The students should recognize the family as the basic social group.

Activities

1. Mobile or bulletin board illustrating occupations in services, agriculture, and manufacturing. (Draw or use pictures from newspaper or magazines.)
2. Plan a 1,000 mile journey with an army. (no refrigeration, cans, instant food, etc.)
3. Discuss and list diseases which result from lack of good balanced menu.
4. Each student plan and make cans from card board and foil-discuss and see if expedient.
5. Home canning demonstration.
6. Each student keep a record of food consumed in two days. Date, meal, name of food, fresh or preserved (canned, frozen, instant) Discuss which is used most.
7. Food in space(film from space center)
8. "Filmstrip" on shelf paper showing steps used to process food in early canning.
9. On a large state or U.S. map, paste labels of labels of products grown and canned.
10. Discuss occupations in community which have to do with food.
11. Collect ads, pictures, and samplers of various containers, noting shape and design discuss reasons for collage.
12. Mural to show things done before canned corn reaches your table.
13. Discuss transportation Industry (truck, train, air)
14. Collage
15. Coordinate with Health Unit on Food.

Resources

Resource Speakers

1. Home economist to discuss food testing
2. Store manager
3. Commercial Artist (Advertising-Howell Creative Studios)
4. Farmer
5. Manager of Stokley Van-Camps
6. Truck driver for big chain store

On-Site Visits

1. Grocery Store

Audio-Visuals

1. W.O.W. Pre-Vocational Filmstrip*Edu-Craft
   Food, Shelter, Clothing
2. Black Americans at Work*Coronet
   John Claiborne, Butcher
3. Food*Britannica
   Kinds of Food
   Where Food Comes From
   Getting Food Ready for Market
   Keeping Food From Spoiling
   The Food Store
   Food for Good Health
4. Community Workers and Helpers*SVE
   Supermarket Workers
5. Douglas County Extension Office
   Jolly Green Giant
   Fruits of a Lifetime
6. Stokley Van Camp
   Cherries

INDUSTRY: MAN AND THE MACHINE

PART II: THE CLOTHING INDUSTRY

OBJECTIVES: The students should recognize that clothing is made from plants, animals and chemicals and is processed into wool, cotton, linen, silk and man--made fibers.

The students should realize that the advertising and transportation industries are vital to the manufacturers.

Activities

1. Display pictures of source of each. Discuss process of each from plant or animal to fabric.
2. Bring loom to class (demonstration).
3. Display simple dress or blouse pattern. Ask to describe finished item. Compare description to picture of product.
4. Fashion show--featuring suitable clothing for a variety of activities and seasons. Let each model tell about his outfit.
5. U.S. map with labels from clothes.
6. Mural illustrating steps from plant or animal to fabric.
7. Have career day on workers connected with this industry.
8. Display fibers and fabrics made from these fibers.
9. Art unit--weaving and knitting.
10. Assembly line activity.
11. Get wool and/or cotton and card, spin, and weave some.

Resources

Resource Speakers

1. Buyer from local clothing store
2. Weaver--K.U. Department of Weaving
3. Susie Sheldon, Yarn Barn
4. Fashion designer
5. Model
6. Douglas County Extension Agent--
   Talk about kinds of clothing
7. DuPont plant--Mr. Tom Havel
   Make cellophane from woodpulp
8. Dr. Bicker--K.U. make synthetic fiber

On-Site Visits

1. Local Clothing Store
2. Winnett Clothing Factory
3. Crewel Cupboard
4. Sheep farm--see sheep sheared

Audio-Visuals

1. *Clothing--Encyclopedia Britannica
   Clothes and Why We Wear Them
   Proper Clothes and Their Care
   Where Clothes Come From
   Materials For Clothing
   How Cloth is Made
   The Clothing Factory
2. *W.O.W.--Educraft
   Food, Shelter, Clothing
3. *America at Work--Eyegate
   How America is Clothed
4. *Are You Looking Ahead?--Eyegate
   Want to Work in a Laundry?
5. Community Workers and Helpers*SVE
   Department Store Workers
6. Our Neighborhood Workers*Eyegate
   The Tailor
   The Neighborhood Laundry
   The Shoemaker

INDUSTRY: MAN AND THE MACHINE

PART III: WHEELS FOR AMERICA: AUTOMOBILE INDUSTRY

OBJECTIVE: The students should recognize the techniques of production.

The students should recognize the importance of invention and discovery in relation to our economy.

Students should recognize the inter-relationship of occupations required in industry.

Activities

1. What would our country be like without the automobile? Fantasy picture or story.

2. Career day to involve these occupations. (repair, dealers, oil, highway, taxi, bus, trucks, service station, tires)

3. Demonstrate standardization of parts.
   a. small boxes--exchange lids
   b. nuts & bolts
   c. draw a square--duplicate easily?

4. Display model cars--earliest to latest.

5. Display small auto parts--label, place of manufacture, origin of raw material

6. Timeline--history of land transportation.

7. Do paper house assembly line.

8. Small groups (parents sponsored) choose industry related to Auto Industry, research, visit and report to class.

9. Banker--figure cost of student purchase such as a bicycle.

10. Highway maps--plan a trip on Interstate Highways.

Resources

Resource Speakers

1. Automobile dealer
2. Rent-a-Car Dealer
3. Taxi driver
4. Truck driver
5. Service Station owner
6. Tire store dealer
7. Wrecker service
8. Automobile mechanic
9. Highway worker
10. Bus Driver
11. Banker

On-Site Visits

1. Auto Plaza
2. Blevins Honda Shop or other motorcycle shop
3. Service Station

Audio-Visuals

1. Jobs in the City: Distribution *Centron
2. Jobs in the City: Manufacturing *Centron
3. Some Neighborhood Helpers*Eyegate
   The Automobile Service Station
4. Transportation*Bailey Film Association
   Series of eight covering: airport
   harbor
   railroad
   bus
5. Traveling In and Our of Our City*Coronet
   The Airport
   The Railroad
   The Bus Station
   The Harbor
6. America At Work*Eyegate
   Iron and Steel
7. Working in U.S.Communities*SVE
   Detroit: Manufacturing Community
   Chicago: Transportation Community
8. The Wonderful World of Vocational Opportunity Part I
   Automobile Mechanic
   Sheet Metal Workers

PART III: WHEELS FOR AMERICA: AUTOMOBILE INDUSTRY

Resources, continued

9. The Wonderful World of Vocational Opportunity, Part II, Automobile Sales Representatives
10. W.O.W. *Educraft
    Raw Steel to Rolling Wheels
    Getting the Goods to Users

Books

1. Let's Go To:
   An Automobile Factory
   A Garage
   A Truck Terminal
2. Free Pamphlet: "Steel!"
   "A Class Studies Rubber" Filmstrip

INDUSTRY: MAN AND THE MACHINE

PART IV: PEOPLE AND INDUSTRY FIT TOGETHER

OBJECTIVES: Students should recognize some of the criteria needed for beginning a business.
Students should recognize the importance of labor unions in our economy.
Students should recognize the interdependence of occupations in todays society.

Activities

1. Career Day to illustrate: individual ownership, partnership, and corporation.
2. Set up a small business.
3. Pool resources, invest in 1 stock.
4. Describe a day in the life of a city child in 1900--living standards, factory conditions historical differences--fantasy through story or picture.
5. Union's role in apprentice program.
6. News clippings on union activities.
7. Dramatize collective bargaining session.

Resources

Resource Speakers

1. Justin Hill, Lawrence Paper Co. to tell about his start in business
2. Stock broker from H. O. Peet
3. Banker to talk about savings and setting up small business

Audio-Visuals

1. Working in U.S. Communities*SVE
   New Orleans: Marketing Community
   San Francisco: Financial Community

INDUSTRY: MAN AND THE MACHINE

PART V: THE NEW WORLD OF AUTOMATION

OBJECTIVES: Students should recognize how the occupations involved in the new world of automation and the changes indicated for the future.

Activities

1. What next?--Fantasy exercise
2. Why I Wany More Leisure Time--fantasy exercise. (See film "1999" Ford Motor Co.)

Resources

Resource Speakers

1. Policeman to tell how radar works.
2. Mr. Enlow from computer program center. LHS

On-Site Visits

1. Visit high school computer programmer
2. K.U. computer center

Audio Visuals

1. Are You Looking Ahead*Eyegate
   How About Being a Key Punch Operator
2. Cities At Work S.R.A.
   The City, Water, and Air

Books

Career Series*Dillons Press

Looking Forward to A Career in Computers.
Looking Forward to A Career in Advertising.

OBJECTIVES: Students should realize the concepts involved in the mass production of a product.

Overview

I. Motivate the children
2. Present the Unit of study
   A. Basic organization of Industry
   B. Divisions of Industry
      1. Management
      2. Personnel
      3. Construction
   C. Basic concepts of Mass Production
      1. Precision
      2. Standardization
      3. Interchangeability
      4. Synchronization
      5. Continuity
   D. Economics
      1. Profit and loss
      2. Overhead
      3. Finance
      4. Taxes
   E. Automation
   F. Design and the Designer
   G. Cost Analysis
      1. Time study
      2. Wages and salaries
      3. Waste
      4. Advertisement
      5. Transportation
   H. Safety

Activities

1. Get them excited about working with wood. Let them know all the children will be working.
2. Each child prepares a blueprint and sells his idea to the class, which acts as a Board of Directors. Class votes on one idea which will be manufactured. Divide the class into committees:
   a. packaging
   b. advertising
   c. production
   d. personnel
   e. research and design
   f. engineering
   g. finance
3. Prepare drawings of the product to be produced. Prepare a "working model".
4. Take the class on a field trip to a plant that mass produces a product.
5. Take the class on a field trip to a plant that produces almost entirely by hand.
6. Prepare a flow chart showing the exact route the product will follow down the mass production line.
7. Make a pattern for each peice to be produced. Make a time card for each child.
8. Begin the mass production of the product. Be sure each child is involved in the use of all tools used on the product.
9. Discuss daily the hang ups.

Resources

Resource Speakers

1. draftsman
2. contractor

On-Site Visits

1. Journal World Advertising Dept.

Autio-Visuals

1. Mirror of America*Ford Motor Co.
2. World of Henry Ford*Ford Motor Co.
3. Working in the City*Career Ed.
4. Steel Rouge*Ford Motor Co.
5. A Car is Born*Ford Motor Co.
6. Reuter Organ Company*Reuter
7. Listen, Listen*Ford Motor Co.
8. 1999 A.D.*Ford Motor Co.

GRADE FIVE

Career Education Objectives

A. World of Work
   1. Recognize the interdependence of workers
   2. Analyze the changing nature of career opportunities.
   3. Analyze hobbies in relation to careers.
   4. Examine attributes needed by people in various occupations.
   5. Recognize that certain jobs may fall within one job cluster
   6. Examine how industries and jobs may change because of resources.
   7. Recognize that jobs have vocabularies unique to them.

B. Self-Development
   1. Explore interrelationships between attitude, ability, experience and performance.
   2. Evaluate personal attributes related to employability.
   3. Develop good health habits necessary to a worker's success.

C. Consumer--Economics
   1. Develop concept of savings relative to business expansion.
   2. Become aware of the specialization among civilizations.
   3. Develop appreciation for the importance of world trade.
   4. Recognize interdependence of economic systems throughout the states and other countries.

Overview of Curriculum

Ancient Civilizations
1. Locating Ourselves in Time and Space.
2. Man's Great Leap Forward
3. Solving the Mystery of Summer

Four World Views

Greek and Roman Civilizations
1. Government Debts to Greek and Rome
2. Checks and Balances
3. Complex American Government
4. Persian Wars and Navy
5. Age of Pericles
6. Art in the Age of Pericles
7. Decline of Athens
8. The Roman Republic
9. Rise of Christianity
10. Teachings of Jesus
11. Byzantine Empire

Medival Civilization
1. Periods of History
2. Time of Violent Change
3. Study of Land and People of the Desert
4. The Spread of Islam
5. African Kingdoms
6. Rise of Christendom
7. Culture of Latin Christendom
8. Religion and Government in Latin Christendom
9. The Mongols of Mongolia
10. The Rise of Western Europe

Lands of the Middle East
1. Nations of the Middle East
2. Land forms and waterbodies
3. Fertile Crescent and Precipitation
4. The Nile
5. Mineral Deposits
6. O'Norman Empire--Turkey
7. Israel 1947--Present

ANCIENT CIVILIZATIONS

PREFACE: LOCATING OURSELVES IN TIME AND SPACE Pages 147

OBJECTIVES: The students should be aware that certain professions today utilize maps to a great extent.

Activities

1. Bulletin Board: Mount on your board maps used by truck driver(Ask a truck driver with one of their routes marked on it.) with a picture of the driver and his truck mounted next to his map. Airline pilot's map (with his route, picture and a picture of his TWA plane), sectional map from K.C. airport control tower; bus driver's map of his city route or cross country route; cab driver's map of city of Lawrence; Lawrence map of sewers, gaslines, and any other map which would apply.

2. Have the students draw a map showing the route from school to their house. Encourage them to draw as close to scale as possible.

3. Begin time line to distinguish A.D. from B.C.

4. Creative writing activity: Each child is in his own time machine and moves back to any time he desires. What does he find in that time period?

Resources

Resource Speakers

1. Truck Driver (North American Van Lines)
2. Airline Pilot
3. Cartographer -K.U. Department of Geography--864-4276
4. Air Traffic Controller
5. Bus Driver Lawrence Bus Terminal--843-5622
6. Cab Driver (Yellow Cab--843-6333)
7. City Engineer--843-4000

On-Site Visits

1. Lawrence Freight Line, Inc 1821 North 3rd Street
2. Yellow Freight System, Inc. 8518 East New 40 Hiway; KCMO
3. KC Municipal Airport-Traffic Control Tower
4. City Engineer's Office-1910 Massachusetts

Audio-Visuals

1. Model of earth and Sun
2. Transportation and Transportation
3. Transportation*Bailey Film Associates

Books

1. In the Face of the Sun*Open Door Series
2. Let's Go to a Truck Terminal
3. Hey Taxi!*Open Door Series
4. Transportation Careers (12 copies)
5. The True Book of Transportation (LPL)

*These materials will be available at New York School unless designated by (LPL) which indicates Lawrence Public Library.

ANCIENT CIVILIZATIONS

CHAPTER I: MAN'S GREAT LEAP FORWARD Pages 19-34

OBJECTIVE: Children should realize that there are similarities between jobs of ancient civilizations and today's jobs.

Activities

1. Bulletin Board: Create a bulletin board comparing ancient professions with its modern counterpart.

2. Some jobs which you might want to compare and to notice similarities and differences between ancient civilizations and today are:
   a. farmer
   b. carpenter
   c. cloth maker
   d. cattle raiser
   e. sheep herder
   f. merchant

   This might include the development of:
   a. charts
   b. posters
   c. bulletin board
   d. booklets

3. Group Activity--You are lost in the woods with limited resources. How will you survive?

4. Chart Lawrence, Kansas rainfall for a set period of time.

5. Make a model of an irrigation ditch.

Resources

Resource Speakers
1. Farmer
2. Carpenter
3. Clothmaker
4. Sheep herder
5. Businessman
6. Gevernment Official

On-Site Visits
1. Farm
2. Construction Site
3. Pharmacy
4. Lawrence City Commission Meeting

Audio Visuals
1. Big City Series*Eyegate
2. Cities At Work*SRA

Books
1. Construction Careers (12 copies)
2. Farming Aroud the World (LPL)
3. I Want to be a Carpenter (LPL)
4. True Book of Tools for Building (LPL)

ANCIENT CIVILIZATIONS

CHAPTER II SOLVING THE MYSTERY OF SUMER Pages 35-58

OBJECTIVES: The students should recognize that the job of the archeologist is to discover ancient civilizations.

Activities

1. Bulletin Board: Construct a bulletin board entitled "Clues to the Mysteries of the Past". Include on your bulletin board pictures of ancient art. (such as those shown on pages 38-39; 52-54 in Allyn-Bacon book Ancient Civilization which has been uncovered by archeologists)

2. Stories: "A Story of Babylon" pages 40-41 in Allyn-Bacon Ancient Civilization

3. Role Playing: Let the children pretend they are archeologist who have been searching for 8 years, for remains of an ancient civilization finally discover a real "gold mine" of ancient artifacts. Include in the role playing, techniques used by the architect to uncover and preserve the artifacts.

4. Break old pieces of pottery. Bury them in sand. Encourage students to be archeologists and see if they can put the pieces together. Make sure some pieces are missing.

5. Make a model of a tel.

Resources

Resource Speakers

1. Archeology Department K.U.
2. K.U. Museum of Natural History, Ray Ashton 864-4540

On-Site Visits

1. K.U. Museum of Natural History* Ray Ashton

Books

1. Art and Archeology (LPL)
2. The Land of Ur (LPL)
3. First Book of Archeology (LPL)
4. Portals of the Past: The Story of Archeology (LPL)
5. Miss Pickerell Goes on a Dig (LPL)

ANCIENT CIVILIZATIONS

CHAPTER III: LAND AND GOODS IN ANCIENT SUMER Pages 59-74

OBJECTIVE: Students should discover that agriculture is an ancient career.
Students will realize that agriculture is the basis for developing cities.

Activities

1. Make a mural showing process of agriculture in ancient Sumer.
2. Art Activities--clay tablets, clay statues, clay model of city of Sumer.
3. Perform a play showing ancient market scene.

Resources

Resource Speakers

1. Banker
2. Loan Representative
3. Small Businessman

On-Site Visits

1. Bank
2. Loan Company

Audio-Visuals

1. Fundamentals of Economics*Eyegate
2. Our Economy*Westinghouse
3. Economics in Our World

Books

1. I Know a Bank Teller (LPL)
2. Let's Go to a Bank (LPL)
3. What Happens When You Put Money in the Bank? (LPL)
4. I Want to be a Bank Teller (LPL)

ANCIENT CIVILIZATIONS

CHAPTER 4: WHAT THE SUMERIANS BELIEVED AND WHAT THEY KNEW Pages 75-92

OBJECTIVE: Sumarianes were controlled strictly by their "religious" beliefs and students should relate this to other religious beliefs.

Activities

1. Consult Bible, Torah, etc. for religious accounts of various stories in this chapter.
2. Encourage children to build a ziggurat.
3. Make a calendar using ancient number systems.
4. Create your own alphabet with different symbols.
5. Construct cylinder seals from tubing, candles, clay, etc.
6. Compare cuneiform writing with Indian writing.
7. Write a Sumerian Newspaper.
8. Write a radio program using advertisements, goods and services from Sumer. Tape the program and share with other classes.
9. Video tape a series of skits showing different aspects of Sumarian life.

Resources

Resource Speakers

1. Journalist
2. Architect
3. Mathematician
4. Linguist
5. Artist
6. Computer Specialist

On-Site Visits

1. Administration Center Computer Center
2. K.U. Computer Center
3. Haskell

Books

1. The Man Who Built a City (LPL)
2. The First Book of Architecture (LPL)
3. Someday I'm Going to be Somebody* Open Door Series

FOUR WORLD VIEWS

Pages I-145

OBJECTIVE: To give the student a better understanding of the relationships between different cultures.

Activities

1. Notebooks on:
   a. occupations of early civilizations.
   b. family life of the different people.
   c. differences and similarities of the various beliefs.

2. Role Playing: Divide the class into groups of three to five, to represent family groups of the different cultures. Give each group the same situation, such as making a decision, working around the house, etc. Suggest they research their assigned culture and decide as a group how and what each member might do. Each group will preform for the class.

3. Find a copy of Chinese writing and encourage students to use the symbols in an art project.

4. Write a speech based on beliefs of different religions.

5. Write a Confucius saying on a long strip of colored paper and tape it to the front of a desk.

6. Secure penpals for interested students.

7. "Adopt" a child from another country.

Resources

Resource Speakers

1. Representatives from different cultures
2. Representative from the school of religion to make an objective presentation on different beliefs.
3. Speakers from Small World
4. Mr. Nelson

On-Site Visits

1. Nelson Art Gallery, K.C., MS

Audio-Visuals

1. Life Filmstrip Series
   World's Great Religions
2. Religions of the Eastern World*
   a series of 12 sound cartridge films

Books

1. Confucius in Life and Legend (LPL)
2. The Land and People of China (LPL)
3. The Prince Who Gave Up A Throne: A Story of Buddha (LPL)
4. Orange-Robed Boy (LPL)
5. Their Search For God, Ways of Worship in the Orient (LPL)
6. How The Great Religions Began (LPL)
7. Religions, East and West (LPL)
8. World's Great Religions (LPL)
9. Religions Around the World (LPL)

GREEK AND ROMAN CIVILIZATIONS

PREFACE: WHY STUDY THE GREEKS AND ROMANS Pages I-12

OBJECTIVES: Students should recognise that Greek and Roman government was the basis for our own government.

Activities

1. Compare the jobs of our city government today with those of ancient Greece and Rome.

2. What problems in your community would be appropriate to take to a city council meeting.

3. Video-tape good and bad points in your community and present the tape to the city commission.

4. Set up a student council in your school. It should be representative of the student body.

5. Take a bus tour around Lawrence to investigate influence of Greek/Roman Architecture.

6. Establish a government in classroom based on executive, legislative, and judicial branches of government. Try to use current events as material for the governmental decisions.

7. Make a scrapbook of events which show duties of executive, legislative and judicial branches of government.

Resources

Resource Speakers

1. Mayor
2. City Councilman
3. Concerned Black Parent
4. Human Relations Director
5. Representative to the State House
6. Judge
7. Architect
8. Political Scientist

On-Site Visits

1. County Court House
2. Visit City Council Meeting
3. State Capitol
4. Nelson Art Gallery
5. Voting Area and Booth
6. League of Women Voters Meeting

Audio-Visuals

1. Cities At Work*SRA
2. Our Society "The Government"*Westinghouse

Books

1. Let's Go To A City Hall
2. Let's Go To A Court
3. Let's Go To The Supreme Court
4. Government
5. The City and Gov't. ("Citizens at Work")
6. Let's See Congress At Work

GREEK AND ROMAN CIVILIZATIONS

CHAPTER I: THE ATHENIANS DEFEAT THE PERSIANS Pages 13-26

OBJECTIVES: The students should realize that many countries have a history of settling arguments by means of war.

Activities

1. Compare the uniforms of our military services with those of Ancient military services.

2. Play the game Phalanx which involves military strategy.

3. Practice drill marching in physical education.

Resources

Resource Speakers

1. Army Representative
2. Navy Representative
3. Air Force Representative
4. Marines Representative
5. ROTC Representative

On-Site Visits

1. Fort Leavenworth Museum
2. National Guard Armory

Audio-Visuals

1. Local recruiting offices have Audio-Visual materials

Books

1. Military Uniforms (LPL)

GREEK AND ROMAN CIVILIZATIONS

CHAPTER II: THE AGE OF PERICLES Pages 27-40

OBJECTIVES: The students should be aware that Ancient Greeks and Romans have influenced our modern life.

Activities

1. Your polis is becoming interested in expanding its trading ability. It needs a form of transportation to get from one place to another. It needs to advertise its goods. Using the natural resources in your community decide in which direction you would expand, how, why and what kind of advertising would you use.

2. Have children write a tragedy and make costumes to aid children. Bring in seamstress, carpenter and Centron to help children record the tragedy on film.

3. In-corporate Greek plays into classroom.

4. Have children try to assume the role of a Greek or Roman sculptor. Have them work with a mixture of vermiculite and plaster of Paris or the following recipe:

   Cast blocks of synthetic carving material in empty cardboard milk cartons or waxed boxes. One recipe for material soft enough to carve with plastic picnic knives, large nails, or tongue depressor is:
   2 cups sawdust or dry coffee grounds
   2 cups plaster of paris
   2 tbsp. white glue
   Water to make a thick, but pourable, batter.
   Mix glue into water. Then pour into dry ingredients. Let mix harden in mold overnight.

Resource

Resource Speakers
1. Art Historian K.U.Dept of Art 864-4710
2. Contractor for building needs in Lawrence
3. Director City Parks and Recreation
4. Mr. Nelson

On-Site Visits
1. Nelson Art Gallery
2. Museum of Art, K.U.
3. Voting Booth

Books
1. The Art of Ancient Greece (LPL)
2. The Art of Ancient Rome (LPL)
3. First Book of Stage Costume and Makeup (LPL)
4. Children Make Sculpture (LPL)
5. Looking at Sculpture (LPL)

GREEK AND ROMAN CIVILIZATIONS

CHAPTER III: THE DECLINE OF ATHENS Pages 41-56

OBJECTIVES: The students should discover why the great civilizations crumbled.

Resources
Resource Speakers
1. Representative from ACLU
   (American Civil Liberties Union)
2. Philosopher

Books:
1. The Athenians in the Classical Period (LPL)
2. Men of Athens (LPL)

GREEK AND ROMAN CIVILIZATIONS

CHAPTERS IV: THE ROMAN REPUBLIC Pages 57-82

OBJECTIVE: The students should realize that the ancient Greeks and Romans made provisions for the family as a unit.

Activities

1. Find out what agencies in your community are established to help the poor. Organize a class project to help the poor.

2. Have children list responsibilities that their fathers have both at work and home.

3. Have children list responsibilities of all members of their family.

4. Act out story of Romules and Remus.

Resources

Resource Speakers
1. Family Social Worker

On-Site Visits
1. State Capitol
2. Social Welfare Department

Audio-Visuals
1. Developing Your Personality SVE
2. Learning to Live With Others Ency. Britannica

Books
1. People and Things in Early Greece (LPL)
2. The First Book of Ancient Greece (LPL)
3. A Picture History of Ancient Rome (LPL)
4. Lives of Famous Romans (LPL)
5. The First Book of Ancient Rome (LPL)

GREEK AND ROMAN CIVILIZATIONS

CHAPTER V: ROMAN POWER GROWS AND REPUBLIC TURNS INTO DICTATORSHIP
Pages 83-106

OBJECTIVES: The student should realize that the misuse of government leads to dictatorship.

Activities
1. Construct a model of the Forum
2. Make Greek and Roman Masks
3. Discuss the jobs of a military dictator and compare these with the jobs of our president.

Resources
Resource Speakers
1. Military leader
2. K.U. Drama Department
3. Mr. Garcia
4. Mr. Nelson

On-Site Visits
1. Theater at K.U.

Books
1. Masks and Mask Makers (LPL)

CHAPTER VI: THE RISE TO CHRISTIANITY Pages 107-122

OBJECTIVES: The students need to discover that the rise of Christianity was a major influence on world history.

Activities
1. Make a mosaic.
2. Make stained glass window.

Resources
Resource Speakers
1. Banker to discuss markings on coins and minting of money.

On-Site Visits
1. Bank
2. Stained Glass Factory in Kansas City

Books
1. Looking Forward to A Career in Art
2. Nails to Nickels (LPL)
3. The True Book of Money (LPL)

GREEK AND ROMAN CIVILIZATION

CHAPTER VII: CHRISTIANITY COMES TO ROME Pages 123-142

OBJECTIVES: The students should discover that the success of the spread of Christianity depended on the acceptance of Christianity by the people in the Roman Empire.

Activities

1. Construct a mosaic or fresco or both showing dramatic features (large eyes) which developed during the Byzantine Era.

2. Wayne Nelson can suggest many varied activities to accompany this chapter.

Resources

Resource Speakers

1. Clergyman
2. Mr. Wayne Nelson

On-Site Visits

1. Lawrence Churches
2. Art Gallery, K.U.

MEDIEVAL CIVILIZATIONS

PREFACE: PERIODS OF HISTORY Pages 1-10

OBJECTIVES The students should understand that a generation is all of the people who are born at about the same time (average length of time for measurement is 30 years)

The students should understand the relationships of their family generations; also peer generations.

The students should learn to understand and accept changes; changes in time changes in society, etc.

The students should come to grips with personal feelings toward change–ideas and values.

Activities

1. Bulletin Board: A hypothetical medieval family to present.
   Basic "our family" idea from the great-great-greats- to child and where child's family would be included.

2. Trace your family--as many generations as feasible. If this isn't desirable, have the students make a family tree for one of the famous presidents or some famous person.

3. Illustrate your family tree drawing a scaled tree and including family members.

4. Draw a portrait of your oldest known family member in proper dress to his/her age.

5. Discuss: How can we compare our family and our generation with those of the Ancient/Classical and Medieval Civilization?

6. Discuss:
   Where does the child fit into his family?
   Where does the child fit into his society?
   How does the child see himself?
   Can the child accept self and others within a changing society?
   Other questions at your discretion.

Resources

Resource Speakers

1. Father
2. Grandfather
3. Senior Citizen

On-Site Visits

1. Any family occupations that would encourage tours.

Audio Visuals

1. Foundations For Occupational Planning*SVE
2. The Family: "No Place Like Home"
3. Our Society*Westinghouse
4. What Else Do Father's Do? Edu-Craft
5. Just What Do Mothers Do? Edu-craft
6. Family Members at Work*SVE
7. Present filmstrips on job awareness ideas to class on representative occupations.

Books

1. Family Helpers (LPL)
2. Families Live Together (LPL)
3. Our Happy Family (LPL)

MEDIEVAL CIVILIZATION

CHAPTER I: THE RISE OF ISLAM

CHAPTER II: THE SPREAD OF ISLAM, Pages 11-48

OBJECTIVES: The students should become familiar with the idea of a desert region. Students should know who Muhammed was and what he represented.

The students should be familiar with the monotheistic religions–including Islam studied here. (Judaism, Christianity.)

The students should come to understand the drive of the Arabs to become civilized.

The students should see how a civilization began to develop by taking ideas from other civilizations.

Activities

1. Bulletin Boards:
   1. Show development and comparisons of Hindu and Hindu-Arabic Numerals.
2. Stories:
   1. The Story of Muhammud-text pages 16-21
   2. The Story of Queen Schehereyade-text pages 35-36
3. Books :
   1. The Arabian Nights:
      a. Read aloud some of the adventures of Sinbad
      b. Students read adventures and report them to the class.
4. Drawing out the Hindu Numerals and Letters--compare to Hindu-Arabic
5. Study Persian Empire and clay pottery
6. Study Persian and rugs o. weaving
7. Study Byzantine Empire--development of mosaics
   1. Construction paper mosaics
   2. Glass or tile mosaics on wood
   3. Cut strips and pieces of linoleum and place on wood.
8. Relate these art and artificats to Muslim art. page 42
9. Discuss
   1. How was science important to the Muslims?
   2. How was mathematics important to the Muslims?
   3. How was architecture important to the Muslims?
   4. How were Muslim religion and art related.
   5. Religion and Architecture? Religion and Philosophy?

Resources

Resource Speakers

1. Wayne Nelson, Fine Arts Director USD 497
2. Art Historian K.U. Dept. of Art 864-4710
3. Architect in Lawrence Area
4. Parent or Professional Weaver
5. Parent or Professional Potter
6. Chemist from K.U. to show relation of science and magic
7. Foreign Student from K.U. from Arabia or of the Muslim faith, etc.

On-Site Visits

Various K.U. Departments

1. Chemistry Department K.U.
2. Museum of Art
3. Nelson Art Gallery--Kansas City
4. Lawrence Paper Co.

Audio-Visuals

1. Forest and Forest Products* Bailey Film Associates
2. Paper Industry*Available from Paper Mill
3. Many other available films--free of charge from Southwestern Bell and State Farm Insurance

Books

1. Career Series*Dillon's Press
   Looking Forward To A Career In Art
   Looking Forward to A Career in Building Trades.
2. Study prints Arithmetic in Occupations*Walsh
3. Look at and study a copy of the Koran, the sacred book of Islam
4. Allah, The God of Islam (LPL)

CHAPTER I: THE RISE OF ISLAM, Continued

CHAPTER II: THE SPREAD OF ISLAM, Continued

Activities, Continued

10. Bulletin Boards: Students bring magazine articles depicting desert life--habits--customs
11. Write to Arabian Embassy for materials. on information concerning religion, economy and general occupations.
12. Make drawings of or create the dress of the Arabs or desert people--dressing for their jobs or their area.

Resources, Continued

Occupational Areas

1. Cultural Anthropologist K.U.
2. Translators
3. Astronomy
4. Medicine
5. Chemistry--developed from science, philosophy and magic
6. Religion
7. Potters
8. Weavers
9. Gardners
10. Architects
11. Paper making

MEDIEVAL CIVILIZATION

CHAPTER III: AFRICAN KINGDOMS Pages 49-64

OBJECTIVES: The students should understand that all three African Kingdoms were rich and powerful trading centers for the following reasons:

a. Natural Environment
b. Trade and Surplus Production
c. Strong political organization

The students should have an awareness of four or five of the occupational areas and natural resources of Africa.

Activities

1. Bulletin Boards: Map of Africa that can be used and developed during study. Attach several strings to bottom of board with map pins and pull string to area studied or used as example.

2. Role Playing
   A. Various situations using trade in Gold and Salt and following.
   B. Economic terms studied in various civilizations:
      Middleman in trade
      Silent Barter type trade
      Salt as money
      Surplus product
      Division of Labor
      Trade
      Inventions
      Economics inflation

Resources

Resource Speakers

1. K.U. Art Department
2. Foreign Student Bureau or Club

Audio Visuals

1. America At Work: Our National Industries*Eyegate a. Agriculture
2. W.O.W.*Educraft: Natural Resources (record) a. It's a Growing Thing
3. Rubber: A Class Studies Rubber
4. Basic Economics*Encyclopedia Britannica
5. Our Economy *Westinghouse

Books

1. Free Pamphlets on Farming
2. Agriculture*Career Series, Dillons Press
3. Grade 5--Teachers Edition to Economics, Oregon Board of Education, Salem Oregon

Occupation Areas of African Kingdom

1. Agriculture in following areas:
   Grain Growing
   Peanuts
   Kola nuts
   rubber
   bananas
   Palm Oil
   Cocoa

MEDIEVAL CIVILIZATION

CHAPTER IV: THE RISE OF LATIN CHRISTENDOM

CHAPTER V: THE CULTURE OF LATIN CHRISTENDOM Pages 65-84

OBJECTIVES: The students should become further aware of the chain of agriculture connected occupations.

Activities

1. Bulletin Board: Agriculture chain to study development of produce. Example: Wheat show farming (growth)--then wheat shocks and follow the various products made from wheat--then picture a store for sales and people for consumption.
2. Role Playing--Special Emphasis on Situation possibilities on page 83.
   - Division of Labor
   - Capital (savings)
   - Trade
   - Towns
   - Money
   - Great Buildings
   - Schools
   - Sculpture
   - Taxes
   - Government
3. Discuss: Agriculture chain (from growth--production sales.
4. Bulletin Board: Magazines or other pictures of various types of Medieval Art--mount and display. examples: pages 98-99 Allyn-Bacon
5. Make a comparison study of the Medieval Art--Greek Art--Muslim Art--Modern Art.
6. Have students choose one area and study it and develop an independent study art project showing a miniature example of their style and report on study.
7. Design a shield.
8. Make a model of a castle or manor.
9. Compare Gothic architecture with Greek and Roman architecture.
10. Compare Medieval Art with previously studied art styles.

Resources

Resource Speakers

1. Large Farm Owner
2. Horse Rancher
3. Cattle Rancher
4. Sheep Farmer
   a. meat processing
   b. clothing
5. Blacksmith
6. Carpenter
7. Miner
8. Writer
9. Artist
10. Craftsman
11. Architect
12. Union Representative
13. Mr. Nelson
14. Butcher

On-Site Visits

1. Large Farm
2. Flour Mill
3. Sugar factory
4. Meat Market
5. Large Grocery Store

Audio Visuals

1. Our Neighborhood Workers*Eyegate
2. The American Farmer and Our Food Supply*Eyegate

Books

1. Primer of Economics (LPL)
2. Knights and Castles and Feudal Life (LPL)
3. Kings, Bishops, Knights and Pawns Life in a Feudal Society (LPL)
4. The Illustrated Book of Knights (LPL)
5. Knight in Armor (LPL)

MEDIEVAL CIVILIZATIONS

CHAPTER VI: RELIGION AND GOVERNMENT IN LATIN CHRISTENDOM, Pages 103-120

OBJECTIVES: The students should recognize the influence of religion on government during this time period.

Activities

1. Stories
   a. King Arthur and the Knights of the Round Table
2. Role Playing: After developing the type of government mentioned in text and making a study of our system--role play situations and debates between various leaders--ex. page 114
   a. King vs. Pope vs. President
   b. Great Lords vs. High Churchmen vs. Senators and Representatives, etc.

Resources

Resource Speakers

1. Religious Leaders from various religions
   a. Ministers
   b. Priests
   c. Nuns
   d. Rabbi
2. Government Leaders
   a. City officials--mayor, councilmen, etc.
   b. State officials--governor, senators, Representatives, etc

Books

1. Government at Work (LPL)
2. King Arthur in Fact and Legend (LPL)
3. The Story of King Arthur and His Knights (LPL)

MEDIEVIL CIVILIZATIONS

CHAPTER VII: THE MONGOLS OF MONGOLIA, Pages 121-140

OBJECTIVES: The students should recognize the regional occupations of Asia Sheppelands, map 124

The students should recognize the Allegiance to a leader of importance--example:
Temiyin by Mongols
President by Americans

Activities

1. Discuss: Occupational areas:
   1. Gun Powder
   2. Printing
   3. Compass
2. Build a yurt.
3. Map Marco Polo's route of travel.

Resources

Resource Speakers

1. Foreign Student Bureau
2. Horse Trainer or someone trained in horsemanship

Books

1. The Horse--Tamer (LPL)

MEDIEVAL CIVILIZATION

CHAPTER VIII: THE RISE OF WESTERN EUROPE, Pages 141-158

OBJECTIVES: The students should recognize the significance of cultural changes as they affect the whole society.

The Students should realize that change brought on the necessity of new economic systems.

Activities

1. Draw or construct the development of places of worship.
2. Case Display
   a. Various coins and bills
   b. Assessor's tools
   c. Substitutions for currency
3. Math
   a. Word problems based on banking
   b. Worksheet on checks and balances.
4. Have class bring small items to trade and keep records of their trading. Discuss how the values were determined. After further looking at our banking system, system of writing checks, etc., again give them $5 to spend and ask how they would spend it this time.

Resources

Resource Speakers

1. Mr. Nelson
2. Representative from K.U. Art Department
3. Coin Collector
4. Savings and Loan Representative
5. Bank Representative
6. Mr. Garcia

On-Site Visits

1. Nelson Art Gallery
2. K.U. Art Museum
3. Stock Brokerage
4. Coin Club
5. Bank

Audio-Visuals

1. Mr. Garcia--slides
2. Fundamentals of Economics*Eyegate

GRADE SIX

CAREER EDUCATION OBJECTIVES

World of Work

Sixth Grade: World Workers and Self Study to Careers

1. Examine occupations with respect to individual interests and aptitudes.
2. Evaluate individual performance for classroom and home jobs.
3. Explore in depth occupations which interest the individual student
4. Analyze the changing nature of occupations.
5. Examine qualifications needed by workers in various jobs.
6. Relate the value of personality traits to doing a job.
7. Integrate computation skills, communication skills and design capabilities with production skills.
8. Become aware that most jobs are not as simple as they seem.
9. Explore jobs with cooperative sponsorship by community employers.

Self Development

Sixth Grade: Personal Attributes to Occupational Interests

1. Analyze personal interests and aptitudes.
2. Relate specific interests and abilities to occupations.
3. Relate the value of personality traits to doing a job.

Consumer-Economics

Sixth Grade:

1. Examine the economies of other countries.
2. Learn to evaluate economies of other countries in relation to our own.
3. Become familiar with the concepts of profit sharing--stocks and bonds.
4. Develop an awareness of individual and family decision making.

OVERVIEW OF CURRICULUM

Age of Western Expansion

1. New Ways of Doing Things in Western Europe
2. Trade and the Art of Navigation
3. Renaissance Art
4. Renaissance Thought

New World and Eurasians Cultures

The Interaction of Cultures

1. Opium Trade
2. Culture Contact
3. Unemployment
4. Government
5. People
6. On the Job With Parents

The Challenge of Change

1. The Revolutionary Period
2. The New Constitution
3. Weaving
4. Steam Engines and Mass Production
5. Industrial Revolution. Social Effects

Lands of Latin America

THE AGE OF WESTERN EXPANSION

CHAPTER I: NEW WAYS OF DOING THINGS IN WESTERN EUROPE, Pages 11-24

OBJECTIVE: The students should learn that the development of man's technology affected his culture as well as his working world.

Activities

1. Purchase several watches from a pawn shop. Have children disassemble and reassemble with help of watch repairman.
2. Have children print a written page by means of wood work printing.
3. Design a watch or clock of your own.
4. Print a class newspaper.

Resources

Resource Speakers

1. Clock maker
2. Antique clock dealer
3. Physicist (Optics)
4. Optician
5. Soldier with rifle

On-Site Visits

1. Antique Store
2. Optician
3. Kansas State Historical Museum (Topeka)
4. Lawrence Journal World
5. Allen Press
6. School for the Blind

Audio-Visuals

1. The Watchmaker and Jeweler*Eyegate
2. The Neighborhood Optometrist*Eyegate
3. The Neighborhood Newspaper Store*Eyegate

Books

1. The Clock We Live On (LPL)
2. Johnny the Clockmaker (LPL)
3. Pierre the Yourn Watchmaker (LPL)
4. Look at Guns (LPL)
5. The History of Firearms (LPL)
6. Browning, World's Greatest Gunmaker (LPL)

*Available at New York School

THE AGE OF WESTERN EXPANSION

CHAPTER II: TRADE AND THE ART OF NAVIGATION

CHAPTER III: THE GREAT DISCOVERIES, Pages 25-52

OBJECTIVE: The students should come to realize that trade is a good means of integrating cultures.

Activities

1. You live in Australia. You wish to distribute your products throughout the Orient. Map your trade route.

2. Make a ship of this time out of boxes, construction paper or other products. Carve ships out of soap.

3. Spend one school day emphasizing things that navigators in Prince Henry's School might have studied.

4. Construct a ship that is "seaworthy". Test it in water. Observe the influence of winds, waves, etc.

5. Design some instruments of navigation.

Resources

Resource Speakers

1. Airplane Navigator
2. Ship builder
3. Cartographer
4. Navy Representative
5. Coast Gaurd Representative

On-Site Visits

1. The Captain's Shop

Audio-Visuals

1. Coast Guard Films are available
2. The Harbor*Coronet
3. What You'd See at the Harbor*Bailey
4. Who Works at the Harbor*Bailey

Books

1. The Ship and the Sea of Art (LPL)
2. Ship Model Building (LPL)
3. The Shipbuilders (LPL)
4. The Seaman (LPL)
5. All About Sailing the Seven Seas (LPL
6. All About Maps and Mapmaking(LPL)
7. Mapmaking: The Art That Became a Science (LPL)

THE AGE OF WESTERN EXPANSION

CHAPTER IV: RENAISSANCE ART

CHAPTER V: RENAISSANCE THOUGHT, Pages 53-70

OBJECTIVES: The students should realize that Renaissance Art contributed new techniques and styles that are still employed today.

The students should appreciate that politics and man's thinking was being re-born at this time.

Activities

1. Encourage children to attempt these new techniques.
2. Read a childrens version of the Iliad to the class
3. Make a bulletin board display comparing realistic and idealist art.

Resources

Resource Speakers

1. Mr. Nelson
2. Mr. Garcia
3. Philosopher
4. Political Scientist
5. Artist

On-Site Visits

1. Nelson Art Gallery

Audio Visuals

1. Our Values*Admininstration Center Westinghouse
2. Learning to Live With Others* SVE Administration Center

Books

1. Looking Forward to a Career in Art* Dillons Press Administration Center
2. The Golden Book of the Renaissance (LPL)
3. A Child's History of Art (LPL)

NEW WORLD AND EURASIAN CULTURES

Pages I-145

OBJECTIVES: The students should recognize that basically people all over the world are the same.

Activities

1. Cook foods from the two countries.
2. Work math problems converting different curencies.
3. Learn dances from the countries.
4. Dress dolls in costumes of countries.
5. Write Embassies in Washington, D.C. for more information on the countries.
6. Make a filmstrip showing similarities and differences of the countries.
7. Encourage students to try different types of art from these countries.
8. Draw maps of different countries.
9. Secure a list of penpals in other countries and encourage students to write to them.
10. "Adopt" a child in a foreign country or a person from another country living in town.
11. List jobs you would find in all countries.
12. List jobs peculiar to particular countries.
13. Compare religions in various countries.
14. Compare natural resources in various countries.

Resources

Resource Speakers

1. Geographer
   Contact Dept of Geography K.U. 864-4276
2. Person who has traveled in Soviet Union
   Contace Slavic Department K.U. 864-4236
3. Contact "Small World"
4. Contact Japanese Club, 864-3617

On-Site Visits

1. Nelson Art Gallery
2. K.U. Art Museum

Books

1. The Art of Japan (LPL)
2. Eating and Cooking Around the World. (LPL)
3. The Wonderful World of Dance (LPL)

INTERACTION OF CULTURES

CHAPTER II: WESTERN IMPERIALISM IN CHINA, Pages 29-42

OBJECTIVES: The students should realize that not all forms of barter are legal. Example: Opium trade

Activities

1. Bulletin Boards
   Legal and Illegal Drugs. Words and letters cut from magazines--put in spasmotic order and use for discussion with resource speakers.

2. Role Playing: Using various types of barter in purchasing situations.

Resources

Resource Speakers
1. Social Worker
2. Pharmacist
3. Policeman
4. Doctor--who has treated drug cases
5. Rescue Inc.

On-Site Visits
1. Emergency Room at Lawrence Memorial Hospital
2. City or County Jail
3. Police Department

Audio Visuals
1. Some Neighborhood Helpers Eyegate
   a. The Neighborhood Pharmacist
   b. The Neighborhood Doctor
   c. The Neighborhood Nurse
2. Big City Series Eyegate
   a. Police Protection in Big City
3. Workers for the Public Welfare Eyegate
   a. Police and Police Protection
   b. Social Service and the Social Worker
4. Community Workers and Helpers*SVE
   a. Hospital Workers

Books Open Door Series
1. Call It Fate (group Social Worker)
2. El Rancho De Muchachos (Social Worker)
3. People Are My Profession (Social Worker)
4. Run For Your Life (Community Social Worker)
5. A Foot In Two Worlds (policeman)
6. West Side Cop (policeman)

INTERACTION OF CULTURES

CHAPTER IV: WESTERN IMPERIALISM IN AFRICA

CHAPTER V: WESTERN CULTURE AND THE GANDA PEOPLE OF AFRICA, Pages 59-76

OBJECTIVES: The students should come to realize that cultures–man and his ways of life are studied by two groups of social scientists, anthropologists and sociologists.

The students should come to realize what financial and social problems occur due to unemployment.

Activities

1. Make tribal masks.
2. Do written and/or pictorial reports on Famous Black Americans.
3. Role Playing
   a. Unemployed person seeking job.
   b. Job applications etc.
4. Scan newspaper want ads for "Help Wanted".

Resources

Resource Speakers

1. Mr. Garcia
2. Anthropologist
3. Sociologist
4. Representative from State Employment Service
5. Handicapped person unable to find a job.
6. Representative unemployed due to supply and demand principle
7. Social Worker

Audio Visuals

1. Black Americans at Work*Coronet

Books

1. The Art of Africa (LPL)
2. Africa's Living Arts (LPL)

INTERACTION OF CULTURES

CHAPTER VII: NATIONALISM AND DEMOCRACY IN THE NEW WORLD, Pages 129-150

OBJECTIVES: The students should recognize that Southerners had a reason for taking their stand as people take stands today--their attitudes.

The students should realize that the basic qualities of human nature do not change even though progress is always in view.

Activities

1. Debate:
   Between Northerner and Southerner on economic systems, ways of life, attitudes.
   Questions for debate or discussion
   a. How would you describe the aims and objectives of each side in the Civil War?
   b. How was the North able to continue the war and win? (Industry, etc.)

2. On the Job with Parents.

Resources

Resource Speakers

1. Senior Citizen who has seen progress
2. Representative from Lawrence Paper Company

Audio-Visuals

1. Then and Now in the U.S. Ency. Britannica
   a. In the Old South
   b. In the Cotton Belt
   c. Along the Lower Mississippi
2. America At Work: Our National Industries Eyegate
   a. Lumbering
   b. Coal Mining
   c. Iron and Steel

Books

1. The Black Man in America (LPL)
2. The Many Faces of the Civil War (LPL)
3. War Between the States (LPL)

THE CHALLENGE OF CHANGE

PREFACE: CHALLENGE OF CHANGE

CHAPTER I: ABSOLUTE MONARCHY IN FRANCE

CHAPTER II: THE TRIUMPH OF PARLIAMENT IN ENGLAND

CHAPTER III: THE REVOLUTIONARY PERIOD IN AMERICA 1763-1789

CHAPTER IV: THE REVOLUTIONARY PERIOD IN FRANCE 1789-1815, Pages 1-110

OBJECTIVES: The students should recognize that the same basic qualifications for jobs exist today as in revolutionary time.

The students should recognize the importance of the governmental structure in supporting our way of life.

Activities

1. Discuss: Jobs that are similar to those in the time of the revolutionary period. Whether the personal qualifications for jobs are different such as reliability, honesty etc.

2. Make a bulletin board showing similar jobs today as in revolutionary times.

3. Set up a House of Representatives in the classroom and pass laws.

4. Go through the election process with canidates, speeches, parties, conventions, and election process including private booth for voting.

5. Tape a radio show "You Were There" Include interviews, advertisements, campaign songs, etc.

Resources

Resource Speakers

1. Military man--on strategies used today Forbes Air Force Base
2. Al Howell--weapons of 1800's
3. Historical Society--Mr. Ethan Smith, City Treasurer--843-4600
4. State Representative
5. State Senator
6. Local Judge

On-Site Visits

1. City Commission meeting
2. Visit state legislature in session
3. Visit local court in session

Audio-Visuals

1. Working in U.S. Communities SVE
   a. Old Sturbridge and Mystic Seaport Historic Communities

Books

1. The American Revolution (LPL)

THE CHALLENGE OF CHANGE

CHAPTER V: THE INDUSTRIAL REVOLUTION: A REVOLUTION IN TECHNOLOGY AND ECONOMICS, Pages 111-132

OBJECTIVES: The students should recognize the vast improvement in working conditions for the modern worker.

The student should recognize how modern technology is responsible for the way of life as well as many jobs of today.

Activities

1. Discuss: The Industrial Revolution and You. What Changes in the methods of production and distribution of goods were brought about by the Industrial Revolution.

2. Bulletin Board: Construct a bulletin board comparing crude, old tools with more modern inventions.

3. Set up an assembly line project. Concepts to be gained:
   a. Boredom
   b. Lack of creativity
   c. Speed
   d. Workmanship deteriorates if everyone doesn't preform his best.

4. Discuss: What changes in society did the industrial revolution bring?

5. Set up a corporation in the classroom.

6. Make looms and practice weaving.

Resources

Resource Speakers

1. Weaver, Weaving Department, K.U.
2. Susie Sheldon, Yarn Barn
3. Pat Schmidt, Penneys Co. --care of clothes
4. Mr. Justin Hill--Lawrence Paper Company
5. Mr. Bowling, Hallmark
6. Manager, Stokley Van Camps

Resources, Continued

On-Site Visits

1. Haskell Body Shop
2. Auto Plaza
3. Blevins Honda Shop
4. Lawrence Paper Company
5. Packer Plastics
6. Hallmark
7. Stokley Van Camps
8. Fairfax General Motors Plant Kansas City, KS
9. Hopcraft Art and Stained Glass Window Company Kansas City, Missouri

Audio Visuals

1. One Hoe for Kalabo*Modern Talking Pictures
2. How Steel is Made--kit
3. W.O.W.*Educraft
   a. Technical and Industrial: Raw Steel to Rolling Wheels
4. Are You Looking Ahead*Eyegate
   How About Being an Electronics Assembler
5. America At Work: Our National Industries*Eyegate
   a. Automobiles for Millions
   b. Iron and Steel
6. Working in U.S. Communities*SVE
   Detroit: Manufacturing Community
7. Clothing*Encyclopedia Britannica
   a. How Cloth is Made
   b. The Clothing Factory
   c. Materials for Clothing
   d. Where Clothes Come From
   e. Proper Clothes and Their Care
   f. Clothes and Why We Wear Them
8. America at Work: Our National Industries Eyegate How America is Clothed
9. Then and Now in the U.S.*Encyclopedia Britannica In the Cotton Belt

CHAPTER V: THE INDUSTRIAL REVOLUTION: A REVOLUTION IN TECHNOLOGY AND ECONOMICS, Pages 111-132

Resources, Continued
Books

1. Let's Go to a Clothing Factory
2. Factories in the Neighborhood* Our Working World
3. The Steel Making Community-- Grade 2*Allyn and Bacon series
4. Steel pamphlets
5. Clothes Tell A Story (LPL)
6. About Ready to Wear Clothes (LPL)

CLASSROOM COMPANIES

SIXTH GRADE
CENTENNIAL ELEMENTARY SCHOOL

Two companies were formed. The class voted for ten people to be the two boards of directors. These boards named the companies, decided what they would sell, the food line and how they would sell stock to the class members. Two corporations were formed; the corporation which made the greatest profit was able to absorb the profit from the other one and then choose the final project.

Steps

1. Filmstrip "Economy" was shown. Westinghouse Filmstrips.
2. Man from local bank spoke on electing a board, hiring people, and bookkeeping.
3. Elections of the Boards.
4. Group work by the boards in group dynamics. This included brainstorming, non-verbal communication, and stressing the importance of group decision.
5. Man from Stock Brokerage Firm spoke to the class on stocks and bonds.
6. The companies were named.
7. Recipes from the county extension office emphasizing good nutrition were looked over and chosen.
8. Preparation for stock sales were made.
9. Man from local Company spoke to class on packaging and sales.
10. Decisions on products to be handled were made and job applications accepted.
11. Board members made trip to two local grocery stores to compare prices and local donut shop to see how it was run.
12. Students bought stocks in the two companies.
13. Lady from local radio station spoke on advertising
14. Board members conducted job interviews and prepared advertisements.
15. Prepare for production and put up advertisements.
16. Production started
17. Packaging and selling of products.
    The booth were at opposite ends of the same hall and the students had to make a choice. Products were sold to the entire school.
18. The books were closed.
19. Final project was chosen.

CHAPTER VI: THE INDUSTRIAL REVOLUTION: SOCIAL EFFECTS, Pages 133-159

OBJECTIVES: The students should recognize that the basic concern for helping those less fortunate are still valid today.

The students should recognize that the basic principles of supply and demand still operate today.

Activities

1. Make inexpensive gifts in the classroom and give to the elderly in one of the Homes.
2. Bulletin Board: Make it a growing one where each student personally adds his donation and/or suggestion of kindness. "I Can Give. . . "
3. Have a fashion show. Contact a local clothing store.

Resources

Resource Speakers

1. Volunteer Worker(mother)
2. Nurse's Aide
3. Union man--Mr. Ray Jones Plumber
   Mr. Mike Stultz Carpenter

On-site Visits

1. Welfare Department
2. Orphan Home
3. Old Folks Home

Audio-Visuals

1. Our Economy* Westinghouse
   a. Supply and Demand: Jimmy's Hot Idea
   b. Taxes: The Last Vacation
   c. Labor and Its Value: Up a Tree
   d. Mediums of Exchange: Leftwing Catches On
2. Basic Economics*Encyclopedia Britannica
   a. Living and Work Without Money
   b. Money
   c. Money Goes To Work
   d. New Ways to Use Money
   e. Money and Panic
   f. Too Much Money
   g. Too Little Money
3. Clothing *Encyclopedia Britannica

Books

1. People Are My Profession(social worker) Open Door Series
2. Run for Your Life(community social worker) Open Door Series.

LATIN AMERICA

OBJECTIVES: The students should be able to understand the usefulness in a variety of trees grown in Latin America.

a. Mahogany–used to make furniture
b. Rubber–(many uses) tires, rubber bands, erasers, etc.
c. Palm–used to make cooking oil

The student should be able to understand the skills used or needed to be a good lumberman.

The student should understand in which climatic area or condition a forest is located.

The student should be able to have some knowledge of a lumberman's tools used in his daily work.

The student should compare Lumbering in Latin America with lumbering in the U.S.

Activities

1. Pok--a--t k--a game played in Latin America somewhat like baseball.

2. Within each country of Latin America list the different kinds of occupations. Put these occupations in a box and have each student pull out one; as the student pulls out an occupation, he must place it in an apprppriate country on the map and explain why he put it there. (Example) This is a coffee grower He would live where the soil is rich and the climate is mild.

3. Climate associated with occupations. Divide the class into groups according to various climates in Latin America. Have each group report on the kinds of occupations in their particular climate and tell how the climate helps to determine that occupation. Pupils may dress for their particular kind of occupation.

4. Students could bring in products from an occupation in Latin America or a country in Latin America.
   Example:
   a. This is a tugboat captain. He would likely live in a seaport city.
   b. This is a coffee grower. He would live where the soil is rich and the climate is mild.

Resources

Resource Speakers

1. Agricultural Business Co., Inc. R.F.D. 3
   Adolph Jansen
   Fertilizer and fertilizer application equipment.

2. Douglas County Wood Products
   714 New Hampshire
   Fred Stumbo--Wood products

3. Kaw Dehydrating Co.
   R.F.D. 2
   Don Callahan--alfalfa--843-6980

On-Site Visits

1. Furniture Store
2. Goodyear Rubber Co.

Audio-Visuals

1. America At Work: Lumbering*Eyegate
2. Forest and Forest Products*Bailey

Books

1. A Forest Products Community (15 copies)
2. I Want to be a Forester
3. The Little Carpenter (30 copies)

LATIN AMERICA

OBJECTIVES: Farming as an Occupation

Students should note the variety of farm products produced in Latin America.

The students should be able to associate climate with the type of crop or product produced within that climate.

The students should be able to associate the same crops grown in the U.S. and in what particular area of the U.S.

The students should learn the method of growing crops in Latin America as it relates to how the crops will get to market.

The students should understand if most farmers in Latin America farm for a living or to produce food need to provide for themselves.

Activities

1. Write to Embassies for information on the country that they are studying. This would be in Washington, D. C.

2. Groups may want to list the jobs similar to those in the United States as well as those that are different. They could list them as well as make a chart drawing them.

3. Groups could compare occupations of long ago with those today.

4. Games:
   Students make a map of the country that they are studying by putting in different occupations. You could cut this up as a puzzle. The students would have to put the puzzle back together.

5. Bring in resource persons (family members, friends, students, who have visited or lived in the particular country that you are studying.) If they have worked there, give information about there particular occupation.

6. Game:
   Set up a game on the same idea as (G.E. College Bowl), use question about the occupation of the particular country that you are studying.
   a. "Charades"
   b. "Quick on the Draw"

Resources

Resource Speakers

1. Lawrence Paper Co.
   1st and New Hampshire--843-8111
   corrugated shipping boxes and pans for farming concrete
2. Pioneer Cabinet and Wood Products
   701 E. 23rd Street--843-6568
3. City Planning Office, City Hall
   11th and Massachusetts--843-4600
4. CitySewage Treatment Plant
   Eighth Street--843-6430
5. City Water Plant
   3rd and Indiana--843-1130
6. Cooperative Farm Chemicals
   843-7300 Nitrogen fertilizer manufacturing, etc.

On-Site Visits

1. City Water Plant
2. Sewage Treatment Plant

Audio-Visuals

1. Americans At Work *Eyegate
2. The American Farmer and Our Food Supply *Eyegate

Books

Farming (free pamphlet)

2. Let's Go to the Farm
3. Looking Forward to a Career in Agriculture *Dillons Press

LATIN AMERICA

OBJECTIVES: Mining as an occupation

The students should have knowledge of at least four types of mining in Latin America from the list below:

a. Coal
b. Iron
c. Petroleum
d. Diamond
e. Copper
f. Tin
g. Zinc
h. Silver
i. Lead
j. Sulphur
k. Vanadium
l. Tungsten
m. Bauzite

The students should understand the safety involved with-in each mining job.

The students should understand which products bring the most economy into Latin America.

The students should have knowledge of the tools used to mine each product.

The student should understand what part nature plays in preventing mining.

The student should understand what part nature plays in providing transportation for mining.

Activities

1. Make a display of tools used when mining.

2. Make a display of various minerals.

Resources

Resource Speaker

1. Miner

On-Site Visits

1. Furniture Store to see mahogany furniture
2. Goodyear:Firestone to observe tires and rubber goods.
3. Farms to see wheat growing.
4. Grocery Store-Locate products from Latin America
   a. fruit
   b. coffee
   c. rice
5. Construction Sites
   a. House
   b. Apartments
   c. Library
   d. Other buildings in the process of construction as it relates to the importance within the community.
6. Nature Trail
7. Wholesale Dealer-grocery
8. Museums to view Aztect Empire Art

Audio Visuals

1. America at Work: Coal Mining *Eyegate
2. America at Work: Iron and Steel *Eyegate

LATIN AMERICA

OBJECTIVES: The Students should understand the various occupations which are dependant upon one another in order to have a finished product.

The student should have knowledge of the tools used in each construction occupation.

The student should be able to name the materials used by various construction workers.

Activities

1. Construct a doll house or some small scale building.
2. Set up an assembly line and construct some object.
3. Make a display of a carpenter's tools.
4. Compare two similar objects that have been constructed by different companies or individuals. Make note of similarities and differences. Discuss.

Resources

Resource Speaker

1. Carpenter
2. Builder

On-Site Visits

1. Construction Site
2. Wood Company

Auido-Visuals

1. Shelter Series*Encyclopedia Britannica

Books

1. Looking Forward to a Career in Br[illegible]g
2. Construction Careers (Comic Book) King Features

12-3

LATIN AMERICA

OBJECTIVES: The students should realize that:

Latin Americans do not value being on time. They feel that man should not be controlled by a clock. Latin Americans value a very closely knit family.

1. Families in Latin America take in many more distant relatives than in the U.S.
2. Families gather for many occasional parties, wedding, holidays, graduations etc.

Latin Americans value the personal touch of doing little favors for others

1. deliver a message
2. purchase item from the store
3. pick up a package

Upper and middle class Latin Americans have different values

1. Do not value hand labor

Latin Americans value machismo that applies only to boys and men

1. They are expected to be good at sports.
2. They are expected to show masculine qualities.

Activities

1. Spend one school day practicing Latin American values. Discuss.

Resources

Resource Speakers

1. Representative from Latin America

Audio-Visuals

1. Our Values*Westinghouse
2. Learning to Live With Others*SVE
3. Developing Your Personality*Encyclopedia Britannica

APENDIX I

ADDITIONAL ACTIVITIES

Game
"Abbreviation Puzzle"
Purpose: To give practice in learning the abbreviations for each state.
Players: Class
Materials: Flash cards with the names of each state. List of abbreviated states. Puzzle sheet and pencil.
Directions: The teacher places flash cards with the abbreviations for each state before the class. On the students puzzle sheet they write the correct abbreviation.
Adaptations: This game can be useful in teaching other words and their abbreviations, such as; Mister (Mr.) Street (St.)

Game
"Feed Porkey"
Purpose: To give practice in determining the number of syllables in a word.
Players: Class
Materials: Poster Board and shoe box.
Procedure: Draw a pig. Write words on flash cards, (here words could be the names of cities within a Country you are studying or perhaps important rivers in that country), occupations could also be used.
The teacher flashes the card and calls on a child to pronounce the word correctly and tell how many syllables the word has. If the child can pronounce and tell the number of syllables, he gets to feed the pig.

Game:
"Product"
Purpose: To gain knowledge about products produced in a particular country, state of country.
Players: Class or small groups
Materials: Cards like "Bingo:: List of occupations of a country. Chips to cover your cards.
Procedure: The leader calls out products of a country. If the student has this product listed on his board, he covers it. The first to cover five spaces verticle, horozontial, or diagonal wins the game.

Dear Parents:

Your child's class is currently studying various types of occupations. We feel it would be a benificial part of the classroom activities for him to visit in the real world of work. In order to do this, we are scheduling an "On the Job Day" _____. We are requesting that during the morning hours, from _____, to _____, your child be allowed to accompany you to your place of work.

We realize not all parents will be able to have their children with them. If you are in this situation, please indicate below if your child may attend work with a sponsor who will be from the Lawrence business community. "On the Job Day" will be counted as a regular school day and not as an absence.

As educators, one of our primary responsibilities is to prepare the children for their after-school years. By exposing them to a variety of jobs, we believe we can help them in making a career choice.

Your cooperation in this activity is greatly appreciated.

_____

_____ Yes, my child may come to work with me.

_____ I'm sorry, but it is not possible for my child to come to work with me. He/she may go on a sponsored visit.

_____ It is impossible for my child to go to work with me. I DO NOT want him to go with a sponsor.

_____

Parents signature

APPENDIX III

Parent(s) Please complete this information sheet and return it with your child after his "WOW" experience. It will be used for reference for your child's report and story. Thank You.

NAME _____ DATE _____

OCCUPATION _____ JOB LOCATION _____

HOURS _____ _____

Education Requirements of this job _____

Daily routine, responsibilities _____

_____

Physical Abilities _____

How your job affects other people _____

_____

Why you like your job _____

_____

What YOU learned from this experience! _____

_____